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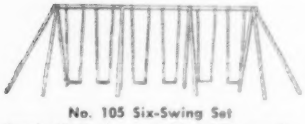
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MARCH, 1953

Recreation*

THE MAGAZINE OF THE RECREATION MOVEMENT

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Vol. XLVI | Price 35 Cents | No. 10

On the Cover

The mischievous young clowns on the cover anticipate a rollicking good time ahead—and help to set the scene for this issue featuring spring festivals, pageants and drama. Photo courtesy of the Long Beach, California, Recreation Commission.

Next Month

April RECREATION, the annual playground issue, will really be crammed from cover to cover with suggestions and ideas for making your 1953 summer program a huge success. "A Children's Village," "Know Your Children," "Backyard Playground Contests," "Playground Projects and Games" and "Try-Outs for Little Leagues" are but a few of the titles. There is also a section devoted to hobby month activities, an article on school-city cooperation in the planning of recreation areas and facilities, and some good tips on stretching your arts and craft budget.

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Affiliate membership in the National Recreation Association is open to all nonprofit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

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Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public recreation organization and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

Editorial

My Philosophy of Recreation

G. Ott Romney



G. Ott Romney

MAN'S CLIMB from the mud up the rugged slope of civilization is the story of a struggle for self-expression. It is the record of a never-ending fight to discover more and more creative talent within him and to release its power. Intrinsic to this progress has been the constantly tighter clutching of the doctrine of the personal dignity and individuality of the human being.

The degree to which self-discovery and self-expression have developed in the time dedicated to survival, as distinguished from the time available for pursuit of personal desires, has varied with the rung of the ladder to which man has advanced as well as with his material and spiritual achievements, the relative amounts of required working and resultant self-choosing time, and the limitations set by economic, sociological and political factors.

Those pursuits which the individual chooses in his earned leisure, with the primary motivation the gratification in the doing, are called recreation. It is thus apparent that it is not the *what* but the *why*, *when* and *how* that identify recreation. For recreation is not a matter of the motions but of the emotions. The activities (physical, mental, emotional, spiritual, social) are but the tools of the trade, the outlets of creativity. They provide the satisfactions of the desire for self-expression, the longing for recognition and belonging, the appetite for competition, the hunger for adventure—hungers as real as those for food and sex and security, hungers for which gratification, sometimes to an alarming degree, is denied in working hours and by regimented experience, hungers which must be satisfied to insure personality and character growth, social adjustment and balanced living.

Recreation is an end unto itself in that it is indulged in for its own sake, not primarily for its dividends in specified kinds and amounts. Although recreation pays off, sometimes handsomely, in numerous valuable currencies, the paycheck of satisfaction in the doing provides its motivation and form of compensation.

Recreation is a universal need, a rightful expectation in a democratic society. It is part and parcel of democratic living. It is of the essence of the American way of life.

And in the present-day high-speed society dominated by the magic of machines and the miracles of science—an era of mechanization, specialization, standardization, urbanization and materialism in which the symbols generally worshipped are the dollar, firepower, horse-power, miles per hour and revolutions per minute—each turn of the clock accentuates the responsibility of society to prepare its citizens from the cradle on for the arts of leisure.

For, with all their blessings, machines are frightening civilization with their manufacture of a plethora of leisure hours which the people are ill-prepared to accept. Rich in recreation time, poverty-stricken in recreation attitudes, aptitudes, skills and habits, society must mobilize for war against the evils of its materialism and mechanization. This it must do by preparing its members to live, by providing more adequate recreation opportunities through its public and voluntary agencies and social institutions, and by giving wise direction and applying discreet control to its profit-motive commercialized recreation, a strong and necessary ally.

The right to choose one's pursuits in one's own free time is democracy's Fifth Freedom.

Recreation's purpose is not to kill time but rather to make time live; not to help the individual serve time but to make time serve him; not to encourage people to hide from themselves but to help them find themselves.

Recreation may be basking in the splash from a sunset or capturing its color and mood on canvas.

It may be that well-executed putt and the volunteered praise of a friendly competitor.

It may be scaling a peak and in breathless triumph surveying the stretching spaces and enjoying one's insignificance.

It may be the drawing of a bow across the violin strings or surrender to a moving symphony.

It may be strolling through the woods and noting the *Dolichonyx oryzivorus* or just startling the bobolink, or surprising that "little bird with a dozen bright colors."

It may be the dance step or finding and polishing pretty rocks, reading a book or conversing with a friend.

It may be picnicking—the mothers spreading the contents of the baskets to the shouting laughter of playing youngsters and the bragging by the men.

But never is it measured by what the participant does to or with the object or situation. Instead, recreation is concerned with what the doing does to the doer.

For recreation is an important segment of the living process. By their recreation peoples' lives and personalities are shaped, communities take on complexion, nations develop cultures. Recreation takes its place with work, religion and education as the living areas which add up to life.

MR. ROMNEY *is Chief, Community Services Branch, Special Services Division, Office of the Adjutant General, Department of the Army, Washington.*

Things You Should Know . .

▶ A JOINT PUBLISHING PROJECT of the National Recreation Association and Rand McNally, publishers, will appear in bookstores throughout the country in April, under the title *Your Rand McNally Vacation Guide*. Filled with travel and vacation information on all parts of the country, copiously illustrated and including helpful, up-to-date road maps, this will be one of the most complete guides of its kind available this spring, and well worth the retail price of $1.50. This publication replaces *Summer Vacations — USA*, this year.

▶ THE DANGERS WHICH CHILDREN FACE when playing in unauthorized play spaces are discussed in detail in a new bulletin recently published by the National Safety Council. Among hazardous areas are open pits, excavations, abandoned mines, construction work and industrial property, empty houses, railroad property, dumps and junk yards. According to the bulletin, teachers, educators, playground and municipal authorities—as well as parents—have serious responsibilities "to provide and maintain attractive and adequate places for recreation."

▶ LETTERS ARE NOW GOING OUT from the National Recreation Association to a number of leaders and recreation workers, suggested by field representatives of the association as having a deep concern for, and a special competence in, the recreation program field—as a first step in the formation of a national advisory committee on recreation program and activities. This is a part of the association's expansion of services and its establishment of closer working relationships with the recreation leaders in its various districts.

▶ A REPORT TO THE CALIFORNIA LEGISLATURE, presented by State Director of Natural Resources, Warren T. Hannum and State Director of Public Works, Frank B. Durkee, proposed a system of roadside parks, or wayside areas, for the motoring public. The Division of Highways, while recommending that an agency with park experience handle the job, emphasizes that location and design must be subject to Division of Highways approval, to insure integration with long-range highway planning and the free and safe movement of traffic. The plan followed in some states of building a large number of small roadside rests, or parking turnouts, with one to three picnic tables and a trash container, is analyzed in the report but is opposed on the grounds of safety and economy of maintenance. It is considered preferable to build a smaller number of strategically located installations with complete facilities for off-highway parking, four to eight tables, sanitation, water supply and perhaps fireplaces.

▶ THE VOICE OF AMERICA has broadcast, throughout the world, news of the International Service of the National Recreation Association, and interesting letters are coming to the association as a result. The Voice of America also quotes from RECREATION magazine.

▶ THE SEATTLE ADDRESS OF THOMAS E. RIVERS, on his around-the-world recreation mission has been reprinted, by the way, together with other material about the International Service, in an attractive pamphlet, *Recreation Around the World*.

▶ A RESOLUTION ADOPTED by the American Municipal Association, at a December meeting was "Allocate ten per cent of National Forest receipts for use on public recreation facilities in National Forests."

▶ TWO RECREATION TRAINING OPPORTUNITIES that were not sent in to us early enough to be included on page 561 of February issue of RECREATION, are Ihduhapi Recreation Lab, YMCA Camp, Loretto, Minnesota, April 16-23, 1953. Write Ihduhapi Recreation Leaders Laboratory, Box 491, Minneapolis, Minnesota.

Buckeye Recreation Lab, Methodist Church, Urbana, Ohio, April 19-25. Write Professor Bruce Tom, Sociology Department, Ohio State University, Columbus, Ohio.

▶ ERRATA. On the contents page of the February 1953 RECREATION, the Volume Number under the masthead, should be XLVI.

Job Openings

State of Minnesota, Division of Public Institutions announces openings in a nation-wide competition, for patient activities leaders in two classifications:

Patient Activities Leader I: Patient Activities Leader II.

Desirable background for classification I includes college graduation with specialization in recreational training or other major skill areas plus the equivalent of nine months' internship in hospital training or equivalent experience in group activities work. For classification II, applicants should have additional extensive experience in an institutional program, with at least one year in a supervisory capacity.

Salary #1—$252 to $292

Salary #2—$292 to $332

Applications will be accepted until further notice. Address Minnesota Employment Service, or the Minnesota Civil Service Department, State Office Building, St. Paul 1, Minnesota.

National Board of the YWCA offers careers for young women in local YWCA's in all parts of the country. There is a need for workers in teen-age program, young adult program, industrial, health and physical education programs as well as in other areas of program work. Salaries range from $2,600 to $4,000 a year.

Write to Personnel, National Board YWCA, 600 Lexington Avenue, New York 22, New York.

Important Notice

This issue of RECREATION carries our annual index, which completes Volume XLVI. Hereafter, however, the annual index will appear in the December issue of the magazine—thus terminating each *calendar* year. In order to accomplish this change of publication date, each issue of RECREATION for the remainder of 1953 will be designated as belonging to Volume XLVI (A), and Volume VLVII will start with the January 1954 issue. This means that Volume XLVI (A) will be a supplementary volume of seven issues rather than the usual ten. We hope that this will be clear to those of you who are having your year's issues bound for your professional library and purposes of easier reference. If there are any questions regarding this, please do not hesitate to write us about them.

LETTERS

Ski Tow Safety

Sirs:

I read with interest Mr. Sieker's letter in the December issue of the RECREATION magazine discussing safety devices which should be attached to all ski tows.

I don't know how I neglected to mention this in my article, but we very definitely have a safety, which automatically comes with our ski tow, of the gate variety. We use our tow at the bottom of the hill, therefore, do not need the gate; but at the top of the hill our pulley is thirty feet in the air, and twenty feet beyond where they get off.

Besides, the motor is geared so that, if any obstructions stop the rope for a second, the motor will automatically shut off. Therefore, I feel that we have definitely covered all necessary safety angles with our tow.

I was glad to see that Mr. Sieker brought this important item to the readers' attention, as it is a very necessary part of operation.

JAMES F. HERDIC, JR., *Superintendent of Recreation, Rutland, Vermont.*

"How To Do It" Booklet

Sirs:

I have seen some of your "How To Do It" sketches in RECREATION, and am wondering if you have more of them assembled in any form for general distribution? I think they would be very valuable for our boys' camp program.

LEROY CONGDON, *Camps Executive, YMCA, St. Louis, Missouri.*

• A booklet, made of these sketches, will be published sometime in the near future.—Ed.

For Framing

Sirs:

We are interested in securing some pictures that would be suitable for framing and using in our recreation office. The very attractive covers of RECREATION magazine would be excellent if we could obtain from you: (1) permission to use the pictures in this manner, and (2) cuts of certain cover pictures so that we might have them made larger.

Since the covers are so attractive, it might be that National Recreation Association has already had large prints made of these that would be suitable for framing.

BETTY D'LUGOS, *Supervisor of Playgrounds, Recreation Department, Pensacola, Florida.*

Schwertz Article

Sirs:

In your December issue there is an article by Mrs. L. Schwertz entitled "I Am a Professional Recreation Leader." Is it possible to obtain a couple of copies of this article, suitable for framing?

JIM WOLF, *Dunbar Association, Incorporated, Syracuse, New York.*

* * *

Sirs:

The staff members of the Police Athletic League, Incorporated, of the City of New York were quite impressed by Lillian Schwertz's article in the December 1952 issue of RECREATION.

It is hereby requested that the Police Athletic League, Incorporated, be permitted to reprint this article in its entirety for distribution to its professional recreation workers.

LIEUTENANT ANTHONY P. RAGONETTI, *Director, Recreation Unit, Police Athletic League, Incorporated, New York.*

Maori vs Lummi

Sirs:

It was a pleasant surprise, indeed, to find Miss Cassell's description of the "Maori Stick Game" in RECREATION magazine for January, 1953. For many years recreation leaders of the Pacific Northwest have been enjoying and teaching essentially the same game, calling it "Lummi Sticks" after the Lummi Indian tribe of Puget Sound. They were reputed to have played it as a gambling game using deer bones or elaborately carved sticks which they manipulated with great skill.

Whether the game is of Lummi or Maori origin is secondary to the fact that it is a wonderful socializer for people of all ages and learning the game usually is a hilarious experience for all the participants.

One variation we have used with success is the playing of the game in foursomes (we call it doubles). One set of partners sits at right angles to the other as in a card game. The first twosome begins the game and the song while the second set starts its rhythmic pattern two beats later. All four players sing in unison. This results in a continual pattern of sticks being thrown across the "no hand's land" in the center of the square and requires previous practice in pairs or "singles."

The variations of routines and rhythmic patterns are many and the participant's ingenuity and coordination are challenged in playing it.

Many thanks for giving us more background on "Maori Sticks" and the additional words and music.

HANS A. THOMPSON, *Recreation Director, Santa Rosa, California.*

• The game of Lummi Sticks is used by a number of recreation departments. Below, a group of leaders receiving instruction from Mildred Scanlon, social recreation specialist of the National Recreation Association, at a recent leadership training session in Guntersville, Alabama.—Ed.



From India

Sirs:

Thank you very much for sending the pamphlet *Homemade Play Apparatus* which I am returning to you. We cannot use homemade play equipment,

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as anything we put up is used constantly. We just put up a swing in our back yard and at least fifty children use it every day, so you see that it must really be something sturdy. Gauhati is a town of about 80,000 and there is not one other swing in it and absolutely no play equipment for children, or a park area for them to play in. We go home on our furlough in April and so have decided to wait until we come back to try to set a playground up here. We hope to get directions for putting up park play equipment while we are home.

I wish that we had known of the visiting recreation people (Mr. and Mrs. Thomas E. Rivers) so that we could have asked them to come here. Gauhati is a two hour plane ride from Calcutta and perhaps they would have found it possible to make us a visit.

ANN BEERS, *American Baptist Mission, Gauhati, Assam, India.*

Activity Ideas

Sirs:

We are enjoying RECREATION tremendously; the articles are stimulating, the ideas for craft and other activities of great help to our program. Right now we are in the midst of the winter sports program with about forty-four hockey teams in our park leagues and a beginning class of ski jumpers, including some girls, numbering seventy-five.

FRANCES KANNOWSKI, *Publicity Chairman, Mid-Continent Regional Park and Recreation Conference, Grand Forks, North Dakota.*

Professional Responsibility

Sirs:

In speaking of a really professional attitude in the recreation field, which would naturally result in each worker assuming personal and individual responsibility for the growth of his profession, I would like to say, among other things, that I feel that too few of us subscribe to RECREATION. I suspect that your circulation is negligible with respect to what it really should be; and I think every recreation worker should have easy access to, or subscribe to, your magazine. I find that almost none of our field workers *do* subscribe to RECREATION. All of this led me to openly so comment to our superintendent, saying that I would bet money that there are not over twenty persons in our department who read this fine magazine and that the number of individuals in our department who subscribe for it could probably be counted on the fingers of two hands.

Further, I felt that we should be ashamed of the fact that so many of us call ourselves professional workers when we don't even read or subscribe to the one magazine which is our medium of expression. I stated that I would bet that the national circulation of RECREATION is much lower than most of us would assume; and that it's about time we gave the magazine a boost by encouraging and stimulating a healthy eagerness to read it.

And of course our superintendent, William Frederickson, Jr., called my bluff by asking me if I would like to speak before the next meeting of our city-wide staff of recreation directors—in behalf of RECREATION? Would I do a "pitch-talk" for the purpose of stimulating a more active interest in the magazine? And of course I agreed wholeheartedly to do so—in fact I am looking forward to the opportunity.

ERNEST B. EHRKE, *Recreation Director, Harbor District, Los Angeles.*

• Mr. Ehrke has said, in a later letter, that informal discussions of this subject with recreation workers have elicited variations of the following answers as to reasons why the worker does not subscribe to RECREATION: (1) "I have never been asked;" (2) "I cannot afford it;" (3) "The magazine is geared for the top-flight administrator, rather than for us who work in the field."

In answer, we would like to say: (1) *Please extend our invitation to subscribe to all members of your department!* Mr. Ehrke answers the other two points as follows: (2) "Can you afford *not* to subscribe, if you are willing to assume responsibility for your own professional growth;" (3) "Let us raise our sights, and our standards, so that we can consider ourselves as professionals every bit as much as the superintendent or supervisor. This publication should be regarded as 'our' magazine, and if there is something we would like editorially, we can surely write a letter and so request articles of that nature. Or better still—why not write an article along the lines you have in mind and submit it to RECREATION yourself? Anyone can criticize, but the professional person realizes that he helps himself if he helps others. Let's all pitch in, thereby increasing circulation, thereby increasing advertising appeal, and thus in turn creating more funds for RECREATION magazine to work with."

We would like to add that RECREATION carries one whole section for program leaders. See any issue of the magazine.—Ed.

Letters to the Editor should be addressed to RECREATION magazine, 315 Fourth Avenue, New York 10, New York.

Editorially Speaking

On Writing for Recreation

You, who are interested in the field of recreation, know that RECREATION is *your* magazine. You can help to make it ever better by submitting material for possible publication. Take advantage of the opportunity to pass on to recreation leaders the things that you have learned from your own valuable experience in recreation! The magazine uses:

1. Stories* about new, unusual or successful programs or facilities—1600 to 2400 words in length. Action photographs, to be used as illustrations.
2. How-to-do articles*—1000 to 2000 words. Photographs, art work or suggestions for sketches.
3. Short articles*—600 to 700 words.
4. News items of interest to others in the recreation field.
5. Humorous incidents.
6. Pet Ideas—short items about favorite devices, techniques, equipment or program activities. This department will be established as a regular feature when, as and if we begin to receive a steady stream of contributions. Please label material, "Pet Ideas."
7. Letters, for the "Letters" page, commenting on, supplementing, taking issue with any material appearing in the magazine; or discussing any subject which affects all readers; or answering any letter which has previously appeared. (See "Letters" in any issue of RECREATION.)
8. College recreation news items for "On the Campus," particularly about projects and activities of students majoring in recreation.
9. Good action photographs—8 x 10 glossy prints—that we may hold in our photograph pool and use as the opportunity arises. We need pictures—unposed—which tell a story, on the following subjects: dramatics, pageants, creative activities, square and folk dancing, children with *happy faces*, music participation, picnicking, girls' and women's programs, outdoor sports and athletics, summer activities, and so on. (See back issues of RECREATION for the type of picture we like to use for illustrations and covers.)

Instructions

MANUSCRIPTS—Please send us original typewritten copy (*not* a carbon), double-spaced, with generous margins. Type your name, address, your professional title or a line or two of biographical material, in the upper left-hand corner of the first sheet. If you wish to have your manuscript returned, if not used, enclose a self-addressed, stamped envelope.

Keep in mind the seasonal aspects, if any, of your material and remember that each issue of RECREATION is made up two months in advance. Write up special events immediately after they happen, while details are still fresh in your mind. Send in the article at once so that we may consider it in our advance planning (see Consideration).

PHOTOGRAPHS—Paste a strip of paper on the bottom of each photograph, giving identification and information which can be used in a picture caption. Be specific. Note, on the back of each, any credit which should be given.

Subjects

A few of the many specific subjects on which RECREATION welcomes good articles, are:

- Techniques of program planning; leadership techniques.
- Women's and girls' recreation programs, under trained leadership.
- Selection and preparation of materials for television programs. Activities.
- Planning and preparation of good seasonal programs, parties and special events.
- Special playground projects.
- Adult programs, and/or community-wide programs, on the playground.
- How-to-do of crafts projects.
- Sports and athletics, indoors and out.
- New games, or "new games from old."
- Day camping, overnight camping, hiking, nature activities.
- Short original skits, plays, pageants, scripts, which have been used successfully.
- Personnel standards, evaluations, training, practices.
- Recruiting, training, supervising and keeping volunteers.
- Community center housekeeping.
- Maintaining good recreation program libraries, files, reports.
- Cooperation with military personnel in providing off-base recreation for service people.
- Successful teen-age parties, stunts, activities.
- Community drama—how to plan it, get it started, carry it on.
- Hobbies, family recreation.
- Clubs—their organization, leadership, program planning, activities, problems.
- Programs for young adults, just out of their teens.
- Recreation for the handicapped, hospital recreation, other special groups.
- International programs.
- Administrative problems and procedures.

Consideration

It is not often possible for the editor to come to an immediate decision regarding the use of a manuscript. Many things must be taken into consideration when we are concerned with the presentation of a well-balanced issue—timeliness, specific plans for future issues and the total program. A playground article, for instance, if submitted in the fall or winter, when more seasonal interests are paramount, may be more effective if held until spring, when thoughts are turning to the approaching playground season.

Remuneration

Recreation, as the monthly publication of a non-profit, service organization, cannot pay for the material it publishes. It must depend for free contributions upon the leaders who wish to share their experience with others in the field, and upon friends of the recreation movement. It should be apparent that this fact imposes limitations upon the solicitation of materials, and it is why we do not publish more articles on certain subjects. We do, however, try to meet the needs of recreation leaders for materials to help them to better carry out their responsibilities, to grow professionally, to keep up-to-date on news and trends, methods and techniques, new program ideas—and we strive to give them ammunition to help them to interpret the needs for recreation to local citizens and lay groups.

As the May, 1952, issue of *Social Education* state so well, "The best antidote for what a reader considers lack of balance in the magazine is for that reader himself to write or to encourage the writing of what he feels is more appropriate material. That, and letters to the editor!"

* See also under Subjects.

Adult recreation

Adult recreation clubs are the backbone of the playground and recreation movement in Decatur, Illinois. They provide the grass roots function that we hear so much about but so seldom see. They are made up of people of all walks of life—railroad workers, foundrymen, industrial workers of all kinds, school teachers, lawyers, clerks, insurance men and even those who are retired. The first club was organized in 1935 as a community club in a heavily populated district with a small park. The area needed to be developed and it was felt that such a club could be of vital importance. Two cities where similar organizations existed were studied and their good features used in setting up the first club.

Its objects were "to cooperate with the recreation board and the park board in encouraging neighborhood unity for the purposes of obtaining, for that community, opportunities for wholesome recreation throughout the year; to promote neighborliness and sociability; and to make a united effort toward the advancement of the playground and recreation movement in Decatur." More directly the purpose of the club was to arouse community interest enough so that it would be a source of help to the recreation movement. Tax supported recreation had been voted down twice by Decatur. Recreation had been conducted only on a piecemeal basis. Money to run the recreation program had been secured from tag days, schools, the city government (very small amounts), the Community Chest, private individuals, industries, lodges, firemen's associations and others. The tax question was to be proposed again and the organization of adult recreation clubs could help focus attention upon the need for recreation. The clubs could help best by being interested, by having a challenge before them. It was much easier for them to see the needs of their own immediate neighborhood than to see the needs of the entire city. Thus the first club was born. Its immediate projects included raising money for floodlights for the ball diamond.

Other clubs followed and with the help of all of them, plus WPA money for a demonstration program, the first tax for recreation in Decatur was voted in 1936. Actually the clubs have been more useful since the program was tax supported than they were in getting it passed. Their number has varied from five to eleven. Over a period of years some, for reasons beyond their control, have had to cease functioning. Some have disbanded because their playground was on private property which was eventually used for building purposes. Others have closed because larger parks were built in adjoining neighborhoods and interest was focused in those directions. New clubs have been organized to take care of new parks so that at present there are eight active clubs. They are operating under the same objectives that were set down in 1935, although the methods and techniques used in attaining these objectives have changed. It is interesting to note that all clubs have agreed upon a standard set of by-laws which have the approval of the recreation and park boards.

Membership is open to any person over eighteen years of age who resides in the neighborhood and is actively interested in the objectives of the organization. No dues are permitted. The park and recreation boards have always insisted that membership be free and open to all. Partisan politics, religion or labor questions are not discussed. The sole job of the clubs is to improve the recreation facilities and programs. The latter includes all that goes with a good recreation program—sociability, neighborhood unity, helpfulness to others and so on. Each club elects officers, and no member can hold office for more than two years in succession. This prevents the same people from running the clubs year after year, and forces them to continually search for new members. Monthly meetings are held, at which time financial reports are given, new members are welcomed and projects for the playground are discussed. Board members or staff workers from both the park and recreation boards are welcome at these meetings, which usually take the form of a "pot luck" meal. This, again, makes for friendliness and sociability.

Each club is given permission to operate a concession stand in their park in order to make money for projects. All rules of the city health department must be observed, as well as all park ordinances. Advertising in the parks is forbidden. Clubs are not permitted to sell tobacco or alcoholic beverages, or to peddle their goods to bleacherites, all sales being made at the concessions. Parents may buy their children refreshments if they wish but they

Mr. Foval *is the superintendent of recreation in Decatur.*

This story is particularly interesting in the light of Mr. Prendergast's editorial, "Recreation in America Today," in the December 1952 issue of RECREATION.

CLUBS

Russell J. Foval

needn't be bothered by having someone hawking his wares in front of them, or by the possibility of a bottle being thrown from the crowd at the umpire. Again by park board rule no one is allowed to be paid for working in the concession stands. This places considerable responsibility on the members of the clubs as they operate their stands five to seven nights a week. They work hard to get enough members so that no one has to work more than one evening a week. Usually two couples will agree to work one night a week; and if anyone of them cannot work, it is their responsibility to get a replacement. As a final word on concession stands, it is required that all clubs turn in financial reports to the park and recreation boards immediately after their annual meeting in September.

In order to obtain permission to operate a concession stand, the clubs agree that all money made must go back into the park, either in program or facilities. All projects must be approved by the park and recreation boards. Recreation activities that clubs have paid for, or assisted with, include movies, dances, picnics, crafts, parents' night, ball games, play days and tot lots. They never pay leadership costs as this is a responsibility of the recreation board. However, they join hands with the recreation board and supply money for the rental of movies—about fifty-five dollars per season for each club—and extra supplies for the craft program. They secure musicians for dances and provide transportation for intra-city events. They assist (never financially) in securing outstanding ball teams for their parks. They have picnics in the summer and parties in the winter for their neighborhood youngsters and adults, and do many other things to help the recreation leader.

While all such help has been important, the big boost to the recreation movement has come from money invested in facilities and equipment. Over $80,000 has been put into permanent playground facilities and equipment since the clubs were organized. Some of the things they have paid for include floodlights, swings, slides, climbing apparatus, basket and volley ball equipment, cyclone fencing for backstops and safety fences along base lines, bleachers, circle ball courts, storage buildings, tot lot fencing and equipment, roller skating areas, scoreboards, public address systems, fireplaces, blacktop under basketball goals and around concession stands, dust settlers for the ball diamonds, concession stands, spray pools and bicycle racks.

The procedure followed when a club undertakes a project is first to get in touch with the superintendent of recreation. He knows the park board policies and can help the clubs, particularly if they are asking for some facility that will be hazardous, a nuisance or too costly. He knows pretty well what each park needs to make it a better recreation area and many times is asked for suggestions. He tours the parks several times annually with the park superintendent, and they are in agreement as to what each park needs. Each club is encouraged to plan projects five years in advance and to follow the plan as closely as possible. After preliminary meetings and numerous phone calls, the clubs present their requests in writing to the park board.

The two superintendents many times visit the parks with special committees from the adult recreation clubs to discuss the projects, such as the location of a tot lot or a spray pool. The park board agrees to furnish the labor for installation of new equipment if the club pays for materials. Therefore, if the park board approves the written request, the go ahead signal to the park superintendent is given. The park superintendent orders the materials that are needed and bills the clubs for them. Clubs are asked to submit their projects in the fall of the year so that the park board can order all materials and get work started. Many times such articles as tot lot tables, bicycle racks and spray pool pipe can be assembled during the slack winter months and be ready for installation when the summer season gets under way. Projects are undertaken in the order in which the park board receives them, thereby getting away from the question as to who comes first. Most projects can be completed before the summer season. Each year the clubs will average spending from $3,500 to $4,500 on much needed improvements. Small clubs will do well to clear $300 in one season while large ones will clear as much as $800 or $900. Sometimes a club will save its money for one or two years in order to complete a particular project. This is discouraged as much as possible, however, as clubs seem to get into arguments as to how to spend their money when the balance gets too large.

The Adult Recreation Council is an outgrowth of the adult recreation clubs. After seven or eight years, it was found that the clubs were changing their by-laws to suit themselves. Some clubs were antagonistic toward the park or recreation board and sometimes both. Club members expressed dissatisfaction over not knowing the "what and why" of policies that were set up by the two boards. In short, a clearing house was needed, a place where adult club members, park board members and recreation board

members could get together and discuss their problems.

As a result the Adult Recreation Council was organized. The objectives set up are the same as those of the adult recreation clubs except for one which is similar but more definite. It is "to strive for the best of recreational facilities and leadership for Decatur and cooperation with every adult recreation club, the Decatur Park District Board and the Playground and Recreation Board of Decatur." This pin pointed the problem—the lack of wholehearted cooperation on the part of all three groups concerned. Actually the desire to cooperate was present but lack of knowledge of what the problems were made it difficult to work together successfully.

The council consists of two delegates and the president from each adult club (the two delegates to be appointed annually by the incoming president of each club). All clubs are entitled to three voting delegates. In addition, one member of the park board and one from the recreation board are members. The recreation chairman of the PTA Council is a member as well as the superintendent of parks and the superintendent of recreation; the officers are president, vice-president, secretary and treasurer. The executive committee is composed of the officers of the council, one member of the park board, the superintendent of parks, one member of the recreation board and the superintendent of recreation.

The council meets four times a year, in February, May, September and November. New officers are elected in November. Meetings consist of discussion of policies, programs and projects of the clubs and the park and recreation boards. They present an opportunity for adult club members to question any policy that they don't approve of or don't understand. Short sessions are set aside to train new officers of the clubs in order that they may more fully understand their duties and responsibilities. Many times, misunderstandings are avoided or straightened out because of such gatherings. Adult club members find out that their park board member is trying to help them and that the recreation board member is thinking of their welfare and their interests. Likewise board and staff workers get to know adult club members and their problems. Quite often members of one club answer the problems of another. Once in awhile speakers are brought in, but not often. The judge of the county court, a former playground leader, and the president of the recreation board have spoken to the council. Recreational movies are occasionally shown. The best work of the council is done when refreshments are served after the official business of the evening has been transacted. This is the time when people get acquainted and can really talk over their problems in a friendly atmosphere. The eight adult clubs and the recreation staff take turns at being host to the council members.

Advantages of having such clubs are many. They encourage neighborhood unity as they bring together people with a common interest, promote neighborliness. New people in the neighborhood are made welcome. The clubs have helped recreation develop much faster than it could have without this community interest and, by working with the park and recreation boards, have resulted in a united movement for more and better recreation in Decatur. They live up to their objectives very well; and, they work so hard for improvements in their parks that they are bound to take pride in their accomplishments. It is really and truly a grass roots program. Members are constantly looking for ways and means to improve their areas and their programs. They want the best for their children.

Parents spend many hours at the park with their children. For one thing they know where their children are. The children are playing in the park while Mother and Dad are working in the stand or watching the ball game or the movies. Parents often play such games as horseshoes or softball with their children; or at other times, simply visit with them. This is a fine example of family recreation.

The members of the clubs take a tremendous interest in the community in which they live. They not only take great interest in their neighborhood recreation, but also the recreation of the entire city. The Adult Recreation Council helps bring this feeling about by keeping its members informed about city-wide recreation.

The recreation board, park board and their professional workers have a feeling of confidence when they know that they are not working alone in their efforts to do a good job.

The clubs help focus public attention on the work that is being done or on the work that needs to be done. With the publicity that they receive, the public gets a good picture of what is going on in recreation. Budget cuts would be difficult indeed, with so much neighborhood interest. With an average of fifty members in each club, it means that an organization of over four hundred people is vitally interested in what happens to the recreation movement in the city. Their voices will do much more good for recreation than that of the paid staff workers.

The clubs are a source of help to the playground leader and the administrative staff. Having someone to go to for assistance is very encouraging. A compliment from a citizen and a tax payer accomplishes wonders. Knowing that someone in the vicinity is interested in the program spurs the leaders to greater efforts and achievements. They aren't hurt by having someone "look over their shoulder" once in a while. Money is made available to them for things that the recreation department cannot furnish. The support of the clubs gives them a feeling of confidence.

The community comes in for its share of benefits. Good citizens make good neighborhoods and good neighborhoods make good communities. The community needs to be proud of its assets. Decatur has much to be proud of, but at the top of the list is its park and recreation program. The adult recreation clubs are the backbone of the recreation program.

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Professor Rizzuto's BASEBALL ACADEMY

• Baseball clinics of this kind are conducted each year by an increasing number of recreation departments throughout the country. They are a means of bringing local boys together for practical lessons in good sportsmanship and democracy, as well as for training in the game of their choice.

Lawrence Lader



They were some of the toughest kids in New York. They came from the tenements of Harlem, Brooklyn and the East Bronx, from street-corner gangs, from broken homes. Most of them were in danger of becoming serious cases of delinquency. But instead of running wild on the streets during fall and winter afternoons, the last two years they have flocked to a new kind of school—started by Professor Phil Rizzuto of the American Baseball Academy.

At Rizzuto's school twenty-four hundred boys from thirteen to eighteen, divided between the New York and Brooklyn branches, do nothing but learn baseball. Each boy gets five one-hour lessons in pitching, catching, batting, first base, infield and outfield play, thirty lessons in all. The faculty is every fan's dream. Headed by Rizzuto, one of the great short-stops of all time, it includes such stars as Gene Woodling and Gil McDougald of the Yankees, Gil Hodges and Ralph Branca of the Dodgers, Sid Gordon of the Braves, and Saul Rogovin of the White Sox. The whole school is free; for the American Baseball Academy is a non-profit philanthropic institution which not only keeps thousands of boys out of street-corner gangs and pool rooms, but also provides its pupils, regardless of race, creed or color, with a practical workshop in democracy.

"An extraordinary school!" New York District Attorney Frank Hogan exclaimed at the opening day ceremonies. "The teachers are heroes to the pupils. The boys come early, batter at the door to get in, and stay as long as permitted."

The classrooms are the two huge armories of New York's 165th Infantry and Brooklyn's II Corps Artillery. Classes are held each afternoon at 3:30 and 4:30, starting in November and running for twelve weeks. Many pupils travel over an hour to get there. Carfare means so much that they often walk miles to save a dime.

Walk into the huge, block-long New York armory any afternoon and you see six courses going on simultaneously. At one end of the floor, Woodling's class works at the batting "tee." In another corner a semi-circle of boys watches McDougald demonstrate the pivot at second base. Classes under Ralph Branca, Sal Yvars and Gene Hermanski are scattered in other corners of the armory.

Dick Kryhoski of the St. Louis Browns has his first base pupils making the double-play throw to second, then hustling back to the bag. "Come on, big man," he shouts to little thirteen-year-old Frankie Leffernan. "Don't waste all that motion." He stops the play and calls the class around him. "You boys are doing the same thing I did when I started. When the ball's hit to first and you're fielding it for the double, don't take those little steps getting the ball off. Just pivot on your right foot, swing your left foot toward second, and throw."

Kryhoski sends the ball to Leffernan again, and the kid scoops it and throws in one easy motion. "Now you're getting it!" Kryhoski shouts.

At the batting "tee" sixteen-year-old Raymond Burroughs takes a hard swing at the ball, which is suspended from a pulley, and misses. "Keep that left foot in place and swing easily," Woodling instructs. "Don't try to murder it." The kid takes his cut again and hits the ball squarely. "Now you're swinging easy," Woodling says. "Watch the way Johnny Mize does it. He doesn't have to swing hard to get it out of the park. It's good to have a model. I learned a lot from Mize."

In another corner of the armory the catching class under Sal Yvars of the Giants is throwing out runners stealing second. "Wait a minute," Yvars shouts to a chunky, dark-haired youngster making his fourth throw. "You're all doing the same thing, wasting motion. You get up from your crouch and take a couple of lunging steps forward. It's got to be done in one simple motion. Just move your left foot over in line with second base and get your throw off with a snap of the wrist. Don't rush it. It's all in the wrist."

The boys try it again. "Much better!" Yvars shouts. "You keep on improving like that and in a couple of years you'll be giving me passes to the Polo Grounds."

There are hundreds of boys on the floor, but the armory is quiet, each pupil awed by the privilege of working shoulder to shoulder with baseball stars he had previously only been able to idolize from afar. When the Baseball

MR. LADER, *a Giant fan, is author of many magazine articles. He is president of Harvard Radio Alumni Association.*

Academy decided to accept whole gangs, trouble was expected. But there has not been one fight in two years, not even shoving for a place in line.

This adulation of its major league stars is what makes the Baseball Academy such a strong force in combatting juvenile delinquency. A leader of one of the toughest East Bronx gangs applied for admission last year through his local community center. "But you'll just break windows and raise hell like you do here," said the center's skeptical director.

"Naw," said the kid. "If me mother says 'shut up,' maybe I don't. If you tell me 'shut up,' maybe I don't. But when Phil Rizzuto says 'shut up,' I shut up."

"Kids like that look up to baseball players," Rizzuto said recently. "It's very flattering but it's also a responsibility. We major leaguers can help a lot of boys do right instead of wrong."

This is the real challenge before the Baseball Academy—how to direct such adulation toward constructive ends. One step is to insist that the boys maintain passing marks at high school and junior high school. Dick Kryhoski of the St. Louis Browns, for instance, makes a regular practice of checking his boys' marks every few weeks. "Every big leaguer knows he has to have something to back him up," Kryhoski told his class recently. "I'm studying for a college degree now. If you get those A's and B's at school, you can do it too."

One of Rizzuto's pupils last year, a seventeen-year-old youngster from Harlem, was cutting high school continuously. "He wasn't a dumb kid," Rizzuto said. "There was something worrying him. Finally he told me his parents were so poor he had to go to school in dungarees. He wanted to quit and go to work. I told him how tough things were in my youth. Even when my father was on relief in the depression, he made me stick out high school. Gradually I got the kid to work at his grades. They got better, and he graduated. He was a pretty good ball player so I got a Yankee scout to look him over. They never signed him, but that little attention did wonders for his self-confidence. Now he's got a job and is doing fine."

Leonard Panessa, a sixteen-year-old student at Machine and Metals School, was getting forty's last year until Gene Woodling took an interest in his case. "Gene really straightened me out," said Panessa who returned to the Baseball Academy again this year. "He made me see that when you try to get out of work, you only make things harder for yourself. Now I'm specializing at cabinet-making in school. I still want to be a ball player but I'm going to graduate first."

The Baseball Academy can get results like these because its instructors have been picked not just for their reputations on the diamond but their ability to handle boys. Many of them came from poor families and faced the same problems in their youth. Rizzuto grew up in Brooklyn and sold papers during off-hours from school while his mother took in sewing. He used his first check from professional baseball to buy food that went on the family table that night. Ralph Branca was one of seventeen children in a family struggling to keep its head above water.



Ralph Branca, of the Brooklyn Dodgers, demonstrates the fine points of pitching to a group in Manhattan Armory.

Monte Irvin and Hank Thompson are Negroes who faced all the problems of prejudice and city slums in their youth.

The Baseball Academy was launched by Rizzuto almost accidentally. Dining with Malcolm Child, author of many baseball books, at the height of the juvenile delinquency and narcotics investigations, he complained that there was so little a man like him could do to keep kids from going wrong. "Why not teach them baseball?" Child suggested. "Your name alone could take plenty of kids off the streets."

Rizzuto saw the possibilities—not just himself but a whole staff of baseball stars for the faculty. He spoke to other ball players. They were enthusiastic. Child, an experienced organizer, drew up the plan for the Academy and sent it to Bernard Baruch. Baruch not only liked it but spoke to other prominent New Yorkers to enlist their support. Today, many of these men head the Academy's board of directors. The chairman is John J. Bergen of Child's and Louis Sherry, Incorporated; the treasurer, Jack I. Straus of Macy's. The directors and sponsors include Alfred Gwynne Vanderbilt, James A. Farley, Eddie Cantor, Newbold Morris, Bernard Gimbel, Ward Melville of Thom McAn and Herbert Barchoff of Eastern Brass and Copper Company.

The Baseball Academy operates on a budget of $15,000. Its only paid executive is Child who is in full charge of the school. Last season Rizzuto taught classes every day. Handicapped by an ulcer this season, he teaches only occasionally but works on curriculum problems with the staff. The twelve major league instructors are paid a small weekly salary only because the Academy's directors felt they should be compensated in part for the more lucrative winter jobs they have had to sacrifice. The armories are lent free by the National Guard. Bats and gloves are donated by their manufacturers.

Determined that the Baseball Academy's classes should be filled by boys who needed help most, Rizzuto and Child set up a cooperative plan with 102 welfare agencies and settlement houses, including the Young Men's Christian and Hebrew Associations, Catholic Youth Organization, Police Athletic League, Grand Street Settlement and Forest



Slugging Gene Woodling of the world champion New York Yankees, using batting tee to explain proper batting forms.

Neighborhood House. Boys can apply to the Academy only through one of these organizations. With each application the organization writes a detailed memorandum of the boy's special problems at home, school or in the fields of behavior, personal relations or delinquency. This enables the Academy to pinpoint its help.

Cases sent by the agencies range from the most undisciplined boys on the verge of real trouble to those suffering from serious inferiority and deprivation. Of one thirteen-year-old kid with six brothers and sisters, and an unemployed father who had left the house, the agency wrote: "This is a shy child who needs to gain confidence and have help in growing up."

At the other extreme, the Stuyvesant Community Center noted on the records of another youngster from a broken marriage and a family crowded into a cold water flat: "He is sneaky and foxy, needs to be constantly watched."

The Academy knows that its major league instructors must spend nearly all their time teaching baseball. To handle such social and psychological problems, therefore, it has hired a staff of social service experts. Four social workers are on the classroom floor each day at both the Manhattan and Brooklyn armories. But words like "social work" are never mentioned. This special staff, known to the boys as "counselors," tackles its problems quietly and unobtrusively.

At the Brooklyn armory recently, case worker A. C. Sterling noticed one boy standing at the fringe of his class, afraid to take his place in line for batting instruction. Checking the records, Sterling found the boy came from an orphan asylum, was marked as withdrawn, insecure and needing serious attention.

"The youngster seemed more interested in Gil Hodges than the instruction itself," Sterling said. "Later when Gil ran out of balls, I asked the kid if he could lend his to the class for a while. He ran over and gave it to Gil with a big smile. Just being able to do a favor for his hero did that boy good. Later Gil told him that because he was so conscientious he had been selected to come early each day to take charge of the bats. That boy was so happy you'd think Gil had just made him first baseman of the Dodgers."

One of the most difficult cases last year was an overweight, flabby kid. He ran and threw like a girl and never mixed with the others. The case worker got in touch with his mother and found that the family lived in a tough Lower East Side district. To shield him, the mother had kept him at home, made him almost afraid of contact with the world. The case worker spent many sessions talking with her, making her realize how important it was for her son to be accepted by his friends and mix in neighborhood activities.

In addition, Sid Gordon, whom the kid especially admired, got the youngster to understand that although he might never become an expert ball player, he could channel his interests to other fields. Soon he was organizing a ball team in his own neighborhood with the backing of local merchants. He began to write sports for the school paper and became its star reporter. At the end of last season's classes he was awarded the trophy for "the most improved boy of the year."

But the real proof of whether the Baseball Academy has helped "boys do right instead of wrong," as Rizzuto expressed it, comes after they have finished the course. What happens to them then? "Last year we sent a particularly difficult group of boys," said Miss May Mathews of Hartley House. "They were trouble-makers at high school and running wild in the neighborhood. The Academy seemed to tone them down. But that summer when a hotel man asked me to send up some boys for a few months to work as caddies, I told him I couldn't recommend them without reservations. He took them anyway, and the boys made good. Not once all summer did they cause the slightest trouble."

The Baseball Academy may soon be helping thousands of other boys stay out of trouble in congested, tenement-ridden cities all over the country. The Boston *Post* has already come out in favor of a school there. Chicago and Elizabeth, New Jersey, are investigating the possibilities of establishing branches. "Why shouldn't every city have a school like this?" Bernard Baruch asked recently. "When you can do such wholesome things at so little expense?"

Most of the boys at the Academy have their own dream of going on to the major leagues. Two of the boys are already on their way. Last year Teddy Brown, who had only played softball until he came to the Academy, was signed by Sunbury, a Class B team of the New York Giants. This year another Academy boy was signed by Oshkosh, a Giant Class D team. Their fame has already spread through the sandlots of the city—practical proof to every pupil that hard work at the Baseball Academy gets results.

For the youngest pupils, who have to wait to reach this magic circle, the Baseball Academy has its special rewards. "Yuh'd always get cheated playing baseball in the park," twelve-year-old Ronnie Sparaco said recently. "The older boys would bat twice. Yuh couldn't do anything about it because they'd sock yuh. But next summer it'll be different. Wait'll they find out that Phil Rizzuto's been coaching me."

From a talk by Bernard I. Kahn, Commander, MC, USN, presented at the 34th National Recreation Congress.

Recreation for Neuropsychiatric Patients

By Bernard I. Kahn, Janet Reese, Maryles Nahl

TO BEST understand how to use recreation as a therapeutic tool for the mentally ill or emotionally disturbed, it is essential to understand how normal people use recreation for emotional enrichment. Once knowing this, we should apply the same principles to those we seek to help. In short, recreation should be an index of exercise tolerance, commensurate with age and maturity, a concept of imagination; freedom to use ideas and images, all of which are unfettered by the immediate data of living. This brings us precisely to the question, "What is recreation?"

Recreation is the application of energy to meaningful activity in one's leisure time. Flugel,[1] Erikson,[2] Walder,[3] and others, point out that the use of leisure to enhance well-being is a desirable social aim. It is recognized that the individual ability to handle and tolerate meaningful activities, other than the particular work which brings one economic and social support, might well be considered as an index of an individual's cultural attainment.

Erikson states further that play is that activity which the individual does not have to do; and from a scientific point of view, recreation should be play. At the same time, it should be a means of using reality. From a therapeutic view in an institutional setting, recreation may be defined as a pleasurable flight from the immediate realities of tension-inspired situations or conflicts. Therefore, to adequately understand recreation as a treatment tool, it is essential to understand the nature and scope of psychiatric problems as we see them within one frame of reference.

The human organism from the moment of birth until the moment of death is under a state of tension. The individual reacts to this tension by massive or at least partial withdrawal from undesirable situations. He reacts to conflicts by an emphasis on dependency needs or he may react by aggressive action in an effort to conquer the conflict-inspiring situation, or he might withdraw completely. His response might be naive, ridiculous, or utterly inappropriate — e.g., running from school for fear of being considered exhibitionistic, asking for help in making a decision over the choice of a necktie, or swearing vigorously at a faulty engine. The ability to use one's tensions in any of these three aspects of behaviors is indicative of one's maturity. A child expresses its need for food by crying; this is normal dependency, but a thirty-year-old adult who needs his mother to select his next date is expressing an immature dependency need.

If we, as normal human beings are to derive satisfaction from recreation, it must furnish the same aspects, in fun and pleasure, that we find in living.[4] We all have constant, certain, numerous, unswerving, aggressive needs. Some of these are realistic and some are not. The childish motorist who, to satisfy his need to dominate, dashes out ahead of traffic, is neither realistic nor mature. Recreation then must provide a form of socially acceptable aggressiveness. The dependency needs of people are of tremendous import and recreation must contain certain forms of socially acceptable dependency needs. Because we all should have a bi-sexual orientation, recreation should furnish patterns of socially acceptable erotic responses.

It should be pointed out that not one of us has now, nor will ever attain or accomplish all the ego-ideals we once set for ourselves as children. We have all done things of which we

[1] J. C. Flugel, *Man, Morals and Society* (New York: International Universities Press, 1945).

[2] Erik H. Erikson, *Childhood and Society* (New York: W. W. Norton and Company, Incorporated, 1950).

[3] Robert Walder, "The Psychoanalytic Theory of Play," *Psychoanalytic Quarterly, II, No. 2,* 1933.

[4] William C. Menninger, "Recreation and Mental Health," RECREATION, November 1948.

COMMANDER KAHN, *senior author, is attached to the U.S. Naval Hospital at Oakland.* JANET REESE *is a social worker, and* MARYLES NAHL *is an American Red Cross recreation worker.*

feel ashamed and wish we could relive many areas of our lives. For this reason, we all possess more or less feelings of guilt which gnaw mercilessly and needlessly at our personalities; so, recreation must then be an escape from guilt. Because mankind has within him the matrix of numerous animal attributes, instincts which, as an adult, he might think are repugnant, there is always present the thin edge of fear that we might lose control of ourselves; in which case the impulses and hostile instincts might be acted out in our immediate society. Therefore, recreation should provide an opportunity for modified release of self-control. Because of all these human attributes, recreation must be such that it will enhance the self-esteem; and the activity must be so acceptable to the individual and his group that, irrespective of the limits, there should be no fear of reprisal for the pleasure which follows the relief of tension. This is why football played in the mud is considerably more acceptable in youth and adolescence than all the glittering uniforms the players would be able to wear if the contest were woven around tiddlywinks.

Therapy, irrespective of its type, that is aimed at the disease, rather than at the person, is invariably doomed to failure. In terms of using the tools of recreation for therapy, we tend to focus on the release of tensions woven about the patient's problems, relative to his maturity level. The principal problems which afflict our patient stem from his inability to handle emotional maturity with satisfaction. Rather than face reality with its normal, human limitations, he tends to retreat to a more primitive type of emotional existence to recapture, at least in fantasy, a world in which he can do and say and feel things that once gave satisfaction. This might be a partial retreat to an adolescent stage, or a complete retreat—to the level of a gurgling infant.

To be effective, recreation should then be permissive; it should enhance creativity, by an atmosphere in which interpersonal relationships are stressed as a desirable goal in mental health; it should give status without demeaning another's dignity.

Recreation coordinators should be able to provide the patient with an awareness of himself as an individual in society. Recreation should be designed to make the patient subtly aware that his status needs may be excessive, or his dependency needs too painful. Consequently, to be successful, the recreational program cannot be tossed into a ward. Careful orientation around the diversity of cultural levels, attitudes and values must be thoroughly recognized. The therapist must possess sufficient maturity and mobility to sense the prompt changes in mood and fugue of the patients, recognize the mercurial changes in tempo and beat, and with unity of purpose, bring them to a harmonious whole with only the subtlest hint that the alteration was scientifically designed.

Recreation in an institutional setting, such as a naval hospital, must be grossly designed about the manifold cultures from which our patients come. Naval personnel represent every educational, economic and social level in our nation. These officers and men, therefore, are subject to the reactions, fears, worries, tensions, aggressions and dependency needs that from time to time afflict all humanity; and when their reactions to these become so great that they can no longer function within our society, they become patients and are subsequently transferred to the psychiatric service of a naval hospital. Here they meet and work with recreation coordinators who use their skill to help them to integrate their needs, attitudes and values to those of American society. Psychiatric



patients are people who distort normal human values attached to thoughts, feelings, actions, cultural attainments, and erotic needs. Again, we reiterate that, in order to be successful, it is imperative that we treat the patient, not the disease.

Within this frame, let us turn now to the way recreation is used therapeutically in our institution. First of all, we attempt to weave treatment about the basic personality of the patient. This implies a knowledge of the patient's emotional maturity. Maturity implies one's ability to see himself as an individual with respect to past and present interpersonal relationships. To reach maturity implies emotional growth. We all recognize there is considerable difference between the strenuous competition of two wrestling youngsters and the thoughtful discussions of middle-aged men; and we appreciate, too, the difference between the varied goals of an adolescent and those of a child.

Patients are admitted to a hospital because, in many instances, they are unable to stand the threat of maturity. Because recreational activities are woven around emotional growth, it is important that we understand the stages of maturity. There are successive stages of development which John C. Whitehorn so beautifully brings out in his clinical personality studies, and we try to use this guide in the hospital here as an index of the activities best suited for the patients. Once the nature and scope of emotional growth is clearly understood, it is possible to manipulate maturity goals more rapidly and with greater effectiveness through adequate recreation. The stages of emotional growth are infancy, childhood, youth and adolescence, each of these stages possessing patterns of emotional development. These are clearly evident to the discerning mature adult, the finished product.

Infancy is characterized by great oral needs. Infants are demanding; intolerant to frustration, they throw things and beg for recognition from others. Their affectionate demands, as we know, are tremendous. They are quick to perceive visual and auditory responses in others. A frown of annoyance can provoke tears.

A twenty-year-old male, who has retreated to this phase of development, is treated as an infant. We try to give him a great deal of solicitous attention. He is encouraged to look at picture books. We try to create a feeling of permissiveness in ward situations where he can throw things, if he so desires. He is reached through his oral

needs; and the warmth of a maternal atmosphere is recaptured by ward waffle and candy parties. He is permitted to externalize his destructive tensions to a limited degree, by exploding paper bags, balloon-blowing contests, and cloth-tearing as part of simple activities.

The childish stage of emotional development is the "why" stage familiar to every parent. The normal child is filled with tremendous curiosity about his world. To him, this world is an oyster which awaits his opening so that he may swallow with delight. A healthy, happy child has a great deal of aggression. Yet, from time to time, he quickly withdraws from unfamiliar situations. Possessing no strong sexual differentiation, it is sufficient that the world is brilliant and colorful, created solely to satisfy his own omnipotent pleasures.

Patients in this stage are exposed to crayon coloring games and similar means of identifying themselves with others in situations comparable to those experienced in childhood. As children, they enjoyed frightening themselves and others with grisly tales and fearsome masks. On our wards they make their own masks. Simple contests, where games are based upon their own limited awareness of themselves with respect to others, are encouraged by small prizes. Because at this stage victory is more important than the game, the child's prestige needs are voracious. Motor games like ping-pong and horseshoes are important. Group singing, too, at this stage, recaptures the warmth and comfort of a family situation. Birthdays are celebrated with ward parties.

The youth stage is assertive, demonstrative, athletic, possessing strong identification — Hopalong Cassidy competes with Buck Rogers and Joe Palooka. Youth recognizes itself as possessing sex but actually denies the aims of heterosexuality. Recreation at this stage is focused on the patients who plan and lead others to participate in games. Mechanical devices such as record-making machines are important, and the normal youth begins to apply himself to more and more complex activities. Hobbies become important—stamp-collecting and model-building take on high emotional values. Youth, too, desires to know the limits of the world, to understand orderly living. Men in this particular stage of development have ward rules which are strict and relatively relentless. Social activities take on more and more meaning. Youth sees itself as a dramatic poseur; thus, our patients are offered dramatic activities—they become a part of rhythm bands and participate in ward plays. Cooperative enterprise develops at this stage of living; and patients are encouraged to form themselves into games with teammates. Because the child tests the rules, and at the same time tests his own assertiveness in horse-play, these contests of skill take on an ever increasing importance. Youth also begins to see itself for the first time as part of a greater world. The good parent takes his children on outings—picnics, visits to various industrial plants and museums. We attempt to reproduce this same relationship. Our patients are taken on picnics, barbecues, and tours of industries, thus drawing



their interests from themselves to an outside world so they can see the meaning of functional living in our society. It is at this stage that occupational therapy is most effective.

The normal adolescent, the next stage, demands tremendous independence; possessing strong drives to break from parental influence, he argues for rights and privileges that are at times frightening to parents. The healthy adolescent varies from an angry atheism to a lofty humanistic idealism. At the same time, there is a frightening heterosexual orientation, appearing to emphasize mercurial changes in mood.

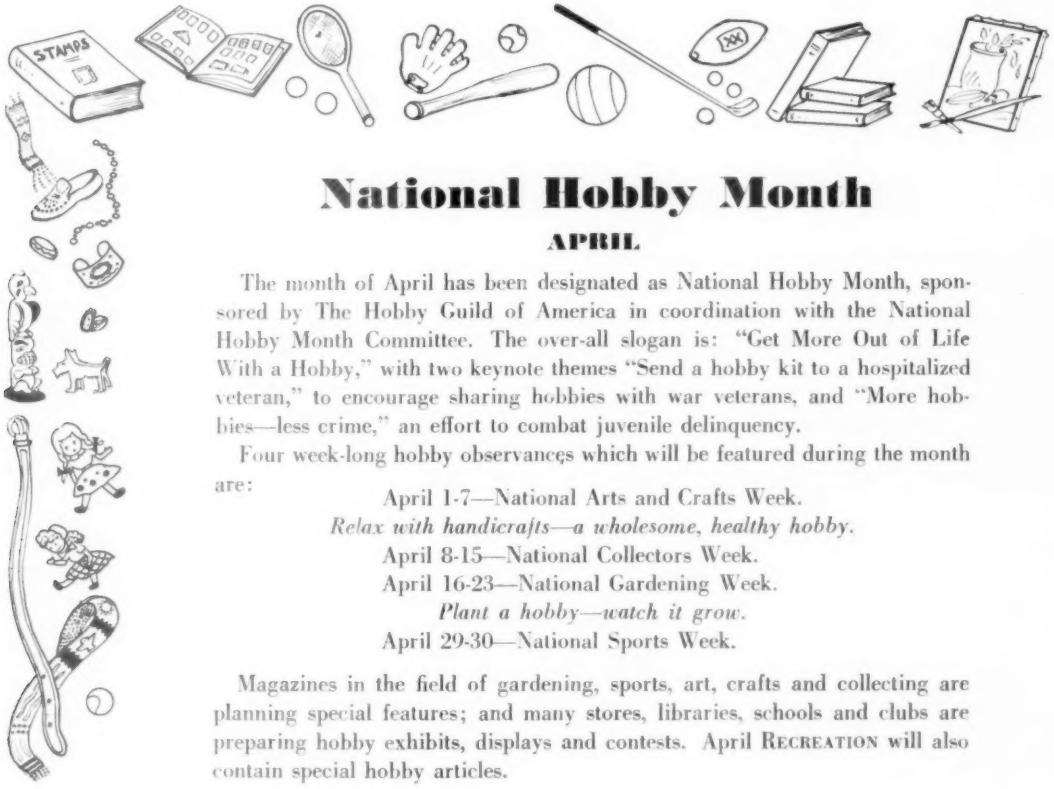
Love appears for the first time as an idealistic theme menacing the adolescent development, and bashfully he turns to books on poetry and ruminates over his own cherished one. The normal adolescent is highly antagonistic to prohibitions; he vehemently denounces parental values; defiantly demands the world heed his protests. When he reluctantly recognizes the world will not alter centuries of manner and conduct to please him, he becomes impatiently hostile. He hates others with vigor and venom, for he feels deprived of his rights.

The recreation workers with this stage are really tested, for the patients must be treated with tolerance toward their assertiveness; they must be accepted for their mercurial value changes; they must be given greater permissiveness for their independent needs and at the same time be given support and understanding if they fail to adapt. Entertainment must be socially appealing and games must have a cooperative enterprise and strong competitive spirit. Play in the game is now more important than victory itself—volley ball more acceptable than ping-pong. Red Cross hostess parties at this time are essential. Such women must be sufficiently mature to be able to impart an air of uncalculated spontaneity that is such an aspect of the asexual seduction of adolescence. It is imperative that the patient see himself for the first time as a member of one sex to be oriented to that of another without shame or guilt. Folk-dancing and group singing, then, take on a new significance. The presence of young women at parties also adds vigorous meaning to the heated arguments about goals concerning the opposite sex that are such a part of adolescence. For the opposite sex must be able to give approval, to give self-esteem, which is infinitely more important than is recognized in our present high schools. However, when hostility is easier to bear, and antagonism to authority more welcome than being tolerated by others, the patient comes to hate. Because he hates society, it is only natural for him to assume that society hates him. At this stage, our principal goal is to enable this patient to recognize that he no longer need see himself as a hated member of society, and to recognize, too, that there is no need to hate others—if he is to accept the responsibility that accompanies maturity without fear or venom.

In a happy childhood, there are no antagonisms to one's self for being alive, nor is there hatred for others. The child is delighted at his own feelings of omnipotence and the warmth he gets from making friends and receiving friendship and affection from others. Unless they are carefully indoctrinated by parents, educators or other frightened people, Negro and white, Jewish and Gentile, Catholic and Protestant children can play together with no awareness of difference nor feeling of enmity. One of the themes we attempt to inculcate is that recreation can teach that the unreasoning enmity between adults is pathetic and unnecessary. Progression to emotional maturity carries with it the knowledge that blame is futile and that the dull rage in the pathologically hostile individual is really a mask for a quaking fear of failure. The mature individual recognizes one desire above all, that we accept people as they are—even in a psychiatric institution.

One social activity that is almost universal to all mankind is that of music. Music was man's first interpersonal relationship. The first sound we really listened to was music, the soaring lilt of a mother's song. The serenade is the wooing of adolescence. Group singing captures the mood of earlier and more pleasant years for our patients. Transposed and translated we thus use this method of expression to bring about healthy growth in those who have retreated or have been arrested in their developing maturity. The goal of therapy is maturity. We try to work with our patient so that he comes to learn that he can become an adult, with mature goals; and that, whether he be a ditch-digger or a salesman, there is no longer need to punish himself by feeling a desperate desire for approbation, approval or acceptance. Nor does he need to rely on mendacious maneuvers to gain respect because he has not lived up to the goals which he set for himself in earlier years.

We seek to teach these men that the geography of themselves is infinitely more important than an impossible attainment of goals based upon a cloying hunger for the respect they feel they would receive if such goals had been attained. A man can see himself as a human being who has needs, whose wishes to be admired and respected do not have their origin in some pseudo-lofty concept of accomplishment that has no real meaning. They should stem from his own recognition of himself as a human being. Therefore, it is imperative that the recreation worker recognize that what really counts for effective results is that the patient be recognized for what he is, so that in the worker there cannot be the slightest hint of detectable snobbery; there can be no thin shellac of stupid or pseudo-sophistication. The concept of working *with* the patient and not *for* him is the aphorism that makes for effective therapy. Goals should be comparable to that which the good parent tries to give his child when he says, "We have tried to guide and counsel you so that you can find your goals. We have not worked for you to find ours."



National Hobby Month

APRIL

The month of April has been designated as National Hobby Month, sponsored by The Hobby Guild of America in coordination with the National Hobby Month Committee. The over-all slogan is: "Get More Out of Life With a Hobby," with two keynote themes "Send a hobby kit to a hospitalized veteran," to encourage sharing hobbies with war veterans, and "More hobbies—less crime," an effort to combat juvenile delinquency.

Four week-long hobby observances which will be featured during the month are:

April 1-7—National Arts and Crafts Week.
Relax with handicrafts—a wholesome, healthy hobby.
April 8-15—National Collectors Week.
April 16-23—National Gardening Week.
Plant a hobby—watch it grow.
April 29-30—National Sports Week.

Magazines in the field of gardening, sports, art, crafts and collecting are planning special features; and many stores, libraries, schools and clubs are preparing hobby exhibits, displays and contests. April RECREATION will also contain special hobby articles.

William H. Ridinger

RECREATION *on Wheels*

A Novel Show Wagon

THE RECREATION COMMISSION in Concord, North Carolina has developed a show wagon which is unique. Extensive inquiry convinces us that our separate unit, built on a special chassis and small enough to be used in almost any situation as well as adaptable to the largest demands, is different from anything existing today.

The city recreation commission was established in 1947, and by mid-1951 was ready—with a large majority of Concord citizens—to launch a full-time year-round program. With the completion of its new quarter-million dollar center they were in a splendid position to render real service in public recreation, especially in the realm of indoor activities. Soon, however, it became apparent that indoor facilities alone were not sufficient. The crying need, now, was for outdoor play areas which would be adequate to serve the recreational interests of young and old of the various neighborhoods.

Concord, like many of her sister cities, developed without planning for parks, playgrounds and open play spaces. Today, as a result, the city owns little or no land suitable for these purposes within the present municipal boundaries; consequently, the recreation commission realized that it would have to seek unusual and drastic means to provide the people of this far flung community with recreational facilities. From this realization came the policy and determination to use every means available in order to develop neighborhood programs. The response to this decision was quick and gratifying. Within a short time the Locke Cotton Mill and the local Public Housing Authority provided several excellent playgrounds in their neighborhoods. These additions to the city's over-all recreation facilities were, of course, a great blessing but the problem remained—to a great extent because there were so many other neighborhoods without any play space available whatsoever. At this stage, the recreation commission decided to experiment with the show wagon idea. Of course this idea was not new and certainly was not an invention nor a monopoly of Concord's. However, it is not very common and reports have it that there are not more than eight or ten of these units in the entire United States.

Already we have had numerous inquiries about size, construction, costs, over-all use, and so on. Ours is the experience of only one community, however, and we are aware that there must be countless ways of presenting this type of program and constructing units such as these.

Nevertheless, we are sure of several important things. Our show wagon has proved to be one of the finest public relations and publicity mediums that we have ever experienced. The very fact that it visited every neighborhood and could operate in streets, lawns, driveways, playgrounds or almost anywhere gave us an opportunity to bring recreation literally to the door steps and the back yards of our people. We also know that this novel wagon with its gay decorations appealed to people's imaginations and attracted them by the thousands during the course of the summer; and for the first time, our dramatics rivaled our athletic program in publicity and general interest. Neighborhoods, which before had felt neglected and far removed from the recreation center, now became a part of recreation and identified themselves with the program.

We are convinced that the small cost, which did not greatly exceed eight hundred dollars, was one of the finest investments that we have ever made. Certainly it yielded one of the greatest returns in our experience. In fact, we are so sold on this idea of "recreation on wheels" that we are planning to construct and operate a prairie schooner type of covered wagon, as a craft wagon for next summer. With a simple adjustment this can become a "chuck" wagon, to use as the central unit for our new hosteling and travelling camp program. We hope that the following information will stimulate you into taking a thrilling adventure along one of recreation's new horizons.

The Production of Show Wagon Programs

1. *Publicity*

The Press. Newspaper publicity is most helpful. Usually the show wagon announcements appeared along with the daily playground programs. When something special

WILLIAM RIDINGER is the director of recreation in Concord.

was being featured, the *Concord Tribune* treated it as news, with a special article about it. On several occasions the local paper, and nearby community dailies, ran feature stories and pictures. In the larger cities there would perhaps be morning dailies which would offer the best medium of advertising for the show wagon evening program.

Radio. Station WEGO in Concord was most cooperative. We nearly always could depend upon it for either spot announcements or special mention. The dramatics department also conducted a bi-weekly radio workshop, and often used this time to further advertise the show wagon.

Playground and Park Bulletin Boards. We coordinated our show wagon program, to a very great extent, with all of our playground activities. All shows were announced through the medium of posters or flyers on the playground bulletin boards. Playground leaders announced the programs at all their gatherings, especially when the show wagon was due in their vicinity.



Back of stage, showing doors right and left, and portable steps which are used for the stage entrances and exits.

2. *Location of Show Wagon*

The Concord show wagon was especially designed as an independent trailer unit, not to exceed fourteen feet in length, so that it could be used almost anywhere. Because most of our neighborhoods are well built up, with few open areas and almost entirely lacking in playgrounds, it was necessary to have a vehicle which could be parked in narrow streets, on lawns, small vacant lots and even in backyards. Of course, it goes without saying that if the wagon was adaptable to these situations it could quite easily fit into larger playground and park areas. Whenever possible the wagon was parked at the foot of an incline in the street or the lawn. This natural slope provided an ideal surface on which to set the approximately one hundred chairs which were carried with the wagon.

The chairs were arranged in ten rows in front of the stage after it had been folded out from the wagon and readied for the performance. These were seldom adequate for the crowds that gathered but served as a stationary core for the audience, with the overflow going to the sides and the rear. Every effort was made to encourage youngsters to leave the chairs for the adults and especially the older people. A roped-off area around the wagon and its stage protected the amplifying equipment and other electrical devices used in production. Much of this equipment was kept either in the back of the jeep which tows the wagon, or in the volunteer technician's station wagon.

3. *Lights*

Electricity for the show wagon is furnished free of charge by Concord's light and water department. In the early stages of show wagon planning, seven neighborhood areas had been selected as sites for performances. This information was given to the light and water department and they proceeded to extend wires from the electric lines down the poles nearest to the show wagon sites. After this was done it was a simple thing for the show wagon line to be connected.

The show wagon lighting is very simple and consists primarily of footlights made up of a battery of twelve colored lights hooked in three series and worked independently of each other. These are seventy-five watts. Overhead there are two one hundred and fifty-watt spotlights mounted on long flexible arms which can slide back into the roof of the wagon so as to be out of the way for traveling. Reinforcing these extended spotlights are two one hundred and fifty-watt white floodlights which are mounted in two light weight aluminum shields with adjustable clamps. The clamps enable these floodlights to be attached to various parts of the show wagon so that the light can be used to the greatest advantage wherever needed. There are also two small fifty-watt lights over the rear doors, and on the center rear of the stage several floor sockets which enable still further lighting on the stage when necessary.



Stage folds out from the front and is ready for use. Chairs are arranged in ten rows, and serve as core for audience.

The switches which control all of this are found in a panel on the lower front rear of the wagon, readily accessible to the stage technician and yet almost completely removed from the sight of the audience.

We run off of one hundred and ten-volt a.c. and find that we must be very careful not to set up too far from the source of our electrical supply. Any connection in excess of fifty feet will cause a voltage drop and subsequent loss

of sound and light. Therefore it is imperative to keep the wagon close to the original connection.

4. *Sound*

Not having a special sound truck, we have had to rely upon several of our public address systems. As can be expected, there were times when none of these were as satisfactory as they might be. Our best results were achieved by placing one large horn on the top of the show wagon. Actually, for perfection, several different types of mikes should be used, and in the case of a dramatic production at least two mikes should be used on the stage. A ceiling mike for all purposes would be better than the standard pedestal mike because of the necessity of moving the mike back and forth to meet the various requirements of different acts. In any case the average sound system, properly conditioned and operated, will satisfactorily serve the usual neighborhood crowd. It is only when the crowd exceeds four or five hundred, and is spread out over a larger area, that special attention should be given to the production of better sound.

5. *Pre-Show Time*

We find that despite good publicity it is necessary to play records to attract people, and to entertain the waiting audience before show time. Good marches, popular numbers, circus music tend to reduce audience restlessness. Experience has shown us that every effort must be made to have the wagon set up and ready to go at least half an hour before show time. This leeway may not be enough during the first several performances, and we cannot emphasize its importance too strongly. Until the show wagon crew becomes experienced and adept in setting up the "Big Top" there will be many delays, hitches and failures which will consume time and unless allowed for will hinder the show.

6. *Location of Shows and Auditions*

Before the season began, seven locations in seven different neighborhoods were selected. In almost every case these were not close to existing playground facilities. Auditions were held by the dramatic department on the playgrounds, or in the neighborhood schools which are used as dramatic centers during the summer. Personnel were recruited and tested in this manner and eventually organized into four separate shows.

When streets were used as locations, production permission was always secured from the police department, and the streets were barricaded at each end. The barricades carried an explanatory sign; and flares were used on either side as a safety precaution. Needless to say there was not one traffic accident, nor any other mishap, in connection with the show wagon performances.

7. *Scheduled Performances*

Each show ran for two weeks in which time all seven of the areas were covered unless inclement weather caused a cancellation. While one show was in progress the next was being worked on by the dramatics department during the afternoons. In this manner one followed another without any break in the program.

8. *Special Shows and Performances*

The popularity of the show wagon developed to such an extent that several special shows had to be held in other sections of the city. Likewise, the show wagon paid visits to several of our playgrounds as part of their special activities. On several occasions the stage served as a platform for orchestras, special ceremonies and other public affairs. Since summer, the show wagon has been in at least one community parade and probably will be in others as well as see possible use as an advertising medium for Little Theatre productions.

9. *Season's Finale*

This year the summer recreation program finale, or round-up, had a circus theme and the show wagon served as the center "ring" for the Concord Community Circus. The wagon fitted beautifully into this situation and served as a foundation upon which the entire three-ring circus was developed. Much of the talent uncovered by the show wagon activities during the summer took part. Over five thousand people witnessed the pageant and more than a dozen community organizations entered booths on the circus midway.

As this was our first experience with show wagon work we realize that we don't know all the answers and have much to learn. To date we have held four different types of shows: a musical variety show with "A Vacation Across the Nation" as the theme; a one-act comedy; puppet show; playground talent show.

There are a number of other forms of entertainment which would fit in very well with the wagon. We hope to use it in another season for a series of street dances coupled with outdoor movies. Our Little Theatre is hoping to use it at least once for an outdoor production during the coming summer. Several local private dancing schools are also contemplating borrowing it for outdoor entertainments in the neighborhoods in which they are located. Of course this is only scratching the surface, and as time goes along we are sure there will be many more uses and adaptions available.



Peoria, Illinois, Wonder Wagon hauls equipment, converts easily into a stage.

Peoria, Illinois



A light trailer carriage, with a pine floor and hinged sides which fold down to form a stage, is the basis of the Wonder Wagon which was built at a cost of just $270. The multiple-purpose vehicle serves as a stage for movies and shows, a games platform, a basic unit for areas without a playground, and even dons skis for sleigh rides.



Madison's Stagecoach, once a farm wagon.



Show Wagon in Omaha is a compact unit.



Traveling Marionette Show provides entertainment in Norfolk.

Other Community Show Wagons

A few of the many recreation programs on wheels which have been developed throughout the country.

Madison, Wisconsin

THE STAGECOACH, or travel theatre, is used as part of the summer playground program in Madison. A jeep truck carries a cast of from twelve to fifteen boys and girls and furnishes the power to pull the Stagecoach to the various playgrounds where plays are put on.

It was built in one of the high school machine shops from a farm wagon, with a flat bed seven by fourteen feet, equipped with a trailer hitch and mounted on automobile tires. When it is opened up it makes a stage approximately fourteen feet square.

The work was done by teachers and boys enrolled in the machine shop class. The wagon itself cost about $350 and approximately $1,000 was used for supplies and equipment to complete the job. The only other cost is the salary of a man to drive the truck and take charge of setting it up and taking it down at each performance. The directors of the playgrounds assist with this operation after it arrives at the playground; and it takes about ten minutes to put it up and the same amount of time to take it down.

The boys and girls who make up the cast are of junior and senior ages and are part of another summer program, namely, Summer Youth Theatre. There is a director in charge, and the Stagecoach and its activities are part of this summer theatre.

Omaha, Nebraska

A mobile stage unit for the presentation of outdoor talent shows was presented to the children of Omaha by the *World-Herald* Good Fellows Charities, Incorporated. The interest of the *World-Herald* was aroused by the "Playground Follies" which were put on at the end of each playground season with a cast composed of the best talent selected from each. Formerly these shows were put on with just a platform, lights and a public address system. They were so popular that the paper readily saw the need for such a vehicle and also recognized the good will that could be created by such a gift to the children. The name, Show Wagon, was selected through a contest; and the vehicle was turned over to the park and recreation department which agreed to maintain and operate it.

The Show Wagon, which cost in excess of $4,000, is complete in every detail. It is arranged so that one side of what would normally be a van, fifteen feet long and seven feet wide, drops down and becomes a part of the stage. The wagon is mounted on a four-wheel trailer unit which can be fastened to the back of an ordinary truck and moved from playground to playground. It is equipped with its own sound system, a piano and a 5,000 watt generator for use when regular power is not available. There are electrical outlets at strategic locations in the walls and floor for foot lights. The unit is available to community organizations who book it for specific dates.

Norfolk, Virginia

A Traveling Marionette Show, which presented half-hour performances, was one of Norfolk's most popular summer playground attractions last year. A maintenance truck was used to transport the equipment, which included the stage, organ, and portable address system, and also served as the base for the stage during the show.

The stage was designed by the arts and crafts supervisor and constructed from a portion of an old ping pong table with folding legs. The colorful lime backdrop and rose draw-curtains were made of monk's cloth. Scrap materials mostly were used for the marionettes and scenery which were made during the winter at one of the community centers.

The show was well-received by the many audiences who sat on the ground under shade trees during the performances; and it served as an inspiration to other centers which are now planning their own traveling puppet shows.

Richard Kraus

ACROSS-THE-BORDER Jamboree

SINCE THE revival of popular interest in square dancing, many large festivals and jamborees have been held in cities throughout the United States. Houston, St. Louis, Omaha, Chicago, and a number of California cities, have all been host to spectacular events—with dozens of star callers and hundreds of participating clubs and groups.

This surge of square dance enthusiasm has not been limited to the United States, however. Following the visit of then-Princess Elizabeth to this country, and the many published photographs of her square dancing, there has been a definite square dance craze in Great Britain. For a number of years, American occupation forces in Japan have been square dancing, with the result that many Japanese are now swinging their partners and doing the do-si-do! Down under, New Zealanders have caught on too.

To the north, in the provinces of western Canada, there has been a comparable amount of square dance activity, probably influenced by the enthusiasm in Washington and Oregon. But, strangely, there has been very little outward display of interest in this form of recreation in eastern Canada, particularly in the populous Quebec Province. While a number of groups have existed there for years, most of these have danced to records and in small numbers. Little co-educational square dancing has existed in the English-speaking schools of Montreal, and none at all in the French, according to J. G. Lang, director of physical education for boys in the Protestant schools of that city.

So, in June, 1951, when Dr. Stewart Davidson returned to Montreal from Teachers College, Columbia University, where he had obtained his doctor's degree in the field of physical education, he found considerable curiosity about square dancing in the United States. He was, therefore, quickly called upon to conduct instruction sessions for prospective callers. These classes, sponsored by the Greater Montreal Branch of the Canadian Association for Health, Physical Education and Recreation, were held in the Montreal schools, and were extremely well attended.

Emphasizing group learning techniques, he found tremendous interest displayed by teachers and recreation leaders. And, when the series came to a close, everyone was saying, "Let's run a festival!"

Organizing To Do The Job

As they have for many groups that have tackled the same assignment in the United States, a number of vital questions immediately presented themselves to the Canadians:

Should the event be by invitation, or open to the public?

What size attendance may reasonably be expected?

What hall will be available—and what about acoustics?

How can interested groups be reached?

Shall participation be the keynote, or should demonstration and competition be emphasized?

How can the event be widely publicized, if it is decided to make it open to all?

A group of physical educators and recreation leaders soon banded together to solve these problems. Dr. J. B. Kirkpatrick and Miss Winona Wood, both of McGill University, J. G. Lang, Dr. Davidson and others set up a Festival Committee. Davidson was elected chairman. Rapidly, sub-committees were formed to handle the following functions: publicity, sponsors, facilities, program and tickets. Lionel Fournier, former Olympic track star and a community recreation director, was chosen to be in charge of a workshop to be held on the day following the festival.

The sub-committees functioned independently, reporting at regular meetings to the main committee. Chairman Davidson acted as coordinator, arranging meetings and keeping each sub-committee aware of the progress of the others. Many physical education students at McGill were soon drawn into serving on these sub-committees.

Publicity

The people who were working on publicity soon struck pay-dirt—in large quantities. As soon as the date was selected, November 14, the three largest department stores in Montreal cooperated whole-heartedly, arranging window displays to play up the festival. Music stores gave window displays too, and advertised the event over their sponsored radio shows for the week preceding the event. Vari-

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PROFESSOR KRAUS, *author of the book* SQUARE DANCES OF TODAY, *was guest caller and workshop chairman at this first Montreal Square Dance Festival.*

ous recreation organizations that were represented on the planning committee cooperated in the advance ticket sale. Both local and national radio stations agreed to record the festival on tape, and then to re-broadcast it. Throughout, Montreal newspapers carried articles and releases prepared by the publicity committee, including pictures and feature articles prepared by staff writers assigned to the festival and workshop. The possibilities of television and filming were also explored, but technical difficulties prevented them from being carried out.

At the same time, when Flying Officer Frank Lynch, active in Canadian armed forces recreation and a classmate of Stewart Davidson's, heard of the festival, he determined to make use of it. Plans were quickly laid to fly in uniformed men and women from outlying posts to attend both the festival and the leaders' workshop. Their purpose? To gather new materials and ideas, in the area of square dancing, which they might use as a supplement to the athletic programs already established for all ranks at their stations.

Setting Up The Program

Meanwhile, the planning committee found that a number of square dance groups, which had been meeting for years, knew little about other such clubs in the vicinity. Many of them expressed astonishment: "Why we thought we were the only ones square dancing in Montreal!"

Under the direction of J. G. Lang, who was to serve as master of ceremonies for the evening program, a number of these groups prepared demonstrations. They included one young French folk dance group, led by Simone Voyer. Lang also arranged to have a number of the local callers on the program, and for a band to play through the evening, featuring Jean Corrigan, champion French Canadian fiddler. In addition, the author of this article was flown up from New York, to act as featured guest caller at the festival and to conduct the leaders' workshop the next morning.

Bob Wilkinson and Howard Ryan, faculty members of the McGill School of Physical Education, were placed in charge of facilities. Certain problems arose here. The question of concession rights was not fully explored by the committee, resulting in loss of revenue from refreshments. Exemption from the amusement tax was not applied for early enough, resulting in another loss. There was disagreement among committee members concerning the displays that were to be put up, as well as other responsibilities. But, by and large, they worked together extremely well through the weeks preceding the festival.

The Big Event

Friday, November 14, turned out to be a dark and rainy day—a gloomy omen! Committee members gathered early in the Sir Arthur Currie Memorial Gymnasium at McGill. The huge hall, vaster than most armories and with an excellent floor for dancing, had been gaily decorated. The bandstand was garlanded and bedecked with corn shucks, pumpkins and costumed dummies as ornaments. A huge painted sign with details of the program towered over the stand. Acoustics, arranged by the local radio station's technician, were fine. At one end of the floor, empty rows of bleachers waited.

Eight o'clock, the announced beginning time, came and went! Only a few people were scattered about the sides of the hall. How many would attend? Many people had worked long and hard on this event, the first of its kind in eastern Canada's recreation history. For it to prove a dud—a flop—would be heartbreaking.

Then the dancers began to swarm in; some of them dressed in their Sunday best, others in plaid shirts and dungarees. They came in couples, sets and clubs. Most were English speaking, but there were a number of French Canadians too. And, as the callers strutted their stuff, as the demonstration groups performed, they kept coming. Newspaper and magazine writers scurried around, taking notes. Photographers and radio technicians clogged the steps to the bandstand . . . .

At the high point of the evening, the attendance was estimated at between 1,200 and 1,400, far exceeding all expectations!

From a dancing point of view, the program proved not too different from what might be seen south of the border. Most of the dances were fairly simple; many were like traditional New England and Midwestern figures. The majority were called, patter-style, rather than sung. The style of the dancers was not highly polished; most of them skipped throughout the evening and swung wildly. No folk dances or mixers were presented, except those taught by the author. Interestingly enough, three of the younger callers presented dances similar to those from the American Southwest, both in calling style and the pattern of the movements. With the exception of one caller, who had visited the United States recently, they had learned this material from books and records.

Next morning over 150 school teachers, recreation workers and callers attended the leaders' workshop. On the crest of enthusiasm engendered by the success of the festival, they voted unanimously to form a Square Dance Association, to carry on the work that had been begun and help spread square dancing throughout Quebec Province and beyond.

Summing Up

In reviewing the week-end, Dr. Davidson, who is at present Director of Physical Education at Strathcona Academy, Outremont, Quebec, says:

"I feel that our strength lay in the excellent publicity we received, at no cost, . . . The weaknesses lay in the acceptance of responsibilities by individuals who were already overburdened with work and were unable to fulfill the additional tasks imposed by the festival. . . ."

He adds, "As a whole, though, the experience was a tremendous one for us. The radio station, for instance, received so many favorable comments about their broadcast of the festival that they want to air a regular square dance program weekly. Many people came in from distant communities to find out how to build square dancing in their areas; other people are eager to know about future callers' courses. The schools are planning to introduce much more of it on a co-educational basis. Square dancing is on its way in Eastern Canada!"



SQUARE DANCING

WHAT HAVE promoters done to our great American square dance here at home? Have they taken it from the folksy trail and entrenched it on Snob Hill?

Recreation leaders who believe in the fellowship values at one time inherent in the folk and square dance are deeply concerned with the present situation. The latest expressions of this concern may be found in such articles as Ed Durlacher's "Quo Vadis," reprinted in *The Midwest Dancer* for September 1952, in surveys like Don Armstrong's "Let's Pause for Refreshment," in *American Squares* for October 1952, and in admonitions like Pappy Shaw's "Let's relax and dance for fun and not for the Joneses." Durlacher points out how the craze for intricacy—the rash of twisters and mazes—seems bent on destroying the square dance. Armstrong notes with alarm the lack of mixers which he says, in a previous article,* seems prevalent in the western states.

Are square dancers and callers, increasingly infected by a showy commercialism and its unfortunate consequences, going to heed these voices?

The decline of the old mixer and the increase in the new maze concoction, particularly in the west, as noted by Don Armstrong and others, are signs of the snob times. The inevitable rationalizations have come up to explain away the trend, and they would be amusing were it not for their deadly effect on sociability.

Two stock arguments against mixers were repeated in effect in a letter in *American Squares* for November 1952: (1) We stay by ourselves for protection; (2) We don't want to get stuck with somebody all evening. Now, there may be occasional situations where these reasons are genuine, and we are granting the sincerity of the letter writer, but in the overwhelming majority of cases these excuses are merely rationalizations for snobbishness. Let us briefly examine them.

Regarding the "protection" refrain, if a dance is rough, there is no protection staying in one's own set. One will get jostled, stepped on, or kicked by dancers in one's own or adjacent sets. More, the horseplay will send other dancers careening into one another's sets. The immediate solution is to go home and not come back again.

It is, however, in the square dance clubs, where all are supposed to be friends and skilled dancers, that the most extreme exclusiveness is practiced. In some clubs, dancers not only stay in their original sets, but dance on the same spot on the floor, and not one mixer is danced all evening.

The "get stuck" argument has even less ground to stand on. In the first place, no mixer lasts all night, but usually only a few minutes. One changes partners continually in a mixer.

It is a great pleasure, of course, for a skilled dancer to dance with another skilled dancer, especially a good friend, or in a set of skilled dancers. It is also a great pleasure to share one's skills with those less skilled—to help others acquire these skills and enjoy them too. Pleasure, then, is spread. More and more people share the joy of life to be found in the folk and square dance. It is a form of social generosity to mix with others, and to help them get the exhilarating lift out of the folk dance that we have learned to get. On the other hand, it is sheer selfishness to stay with one partner or in one set.

Dancing that is shared in a helpful manner becomes a good-neighbor activity, a mutual enjoyment of fun, and the folk dance is carried on, as it should be, as a recreational means to a fellowship end. That is its original and true function. Sociability comes first, then dancing skill. The very word *folk* means "of the people."

Ideally, to be sure, sociability and skill go together. Skilled dancers in a balanced program have both. Theirs is the joy of a shared art, a truly folk art. And by giving of their skill to others, the level of dancing is raised for all in a sociable manner. Even granting the protection argument for a moment, dancers would protect themselves by teaching others.

It seems that a balanced program would be fifty per cent mixers. One dances with his partner, and in his set if he wishes, half the time, and with others half the time. Of course, individuals and sets may mix more often

* "End of the Good Will Tour," *American Squares* for September 1952.

DR. KATONA *has written other articles for* RECREATION, *including "Let's Have Workshops for Fellowship," Nov. 1951.*

ON THE HOME FRONT

Arthur Katona

if they want, in the scheduled or directed program. In this way one enjoys himself with his neighbors, makes new friends, discovers compatible partners.

For to be "out of the world," to be "in the groove," as our jazz devotees would say, is a glorious release for troubled and untroubled souls. The release is happiest when it is shared. The folk and square dance is a most exhilarating means to this social release. It is a gladsome example of that great humanitarian principle — one finds himself by losing himself.

While the snobbery and intricacy now evident in the American folk and square dance are symptoms of a shoddy, competitive commercialism that plagues this day and age, square dance callers—and from now on I am referring mainly to so-called western callers—must bear a substantial share of the responsibility for it. Too many string along with the tide, making excuses that they must keep up with the times, that they will lose their crowds if they buck the trend, that they must give the public what it wants, and so on. This is the language of advertising promoters, not recreation leaders. Thus callers, who fancy themselves recreation leaders, by their own unwitting admission, are ruining social recreation.

An interesting rationalization used by callers is that mixers are too much extra work. Calling squares, they say, is in itself plenty for a night's stand. This excuse is absurd, for mixers by their very nature are relaxing for both dancers and leader. If callers choose to shirk their social duties, they should quit the business.

By following the frantic fads of the day, callers and dance instructors aid and abet them. Worse, they become a means of instigating them.

The trend is so insidious that in some quarters it is taken for granted. Callers pooh-pooh the cries of critics as alarmist or exaggerated, and at the same time cannot see what is happening under their own noses. Like the case of the caller who spent a discussion period preaching simplicity and then proceeded to teach complicated square dance figures usable only for exhibition sets.

It is interesting, and disconcerting, to note that the merry old mixer, the Circle Two-Step or Paul Jones, probably the best get-acquainted mixer of all, is treated with blasé scorn in the urban areas of the West. But not so in rural areas comparatively untouched by "western" dance influences. I have seen rural folk enjoy the neighborly exchange that is the Circle Two-Step for fifteen minutes and yell for more. To be sure, in some parts of the urban West a type of mixer called Scatter Promenade is being used. But it is called so fast and furiously, like the western hash calls, that the frantic changes allow no time for becoming acquainted.

This article analyzes antisocial trends that are threatening to destroy the American square dance as a folk dance. Recreation leaders and square dance callers who believe in the fellowship values of folk and square dancing should rally together to stem the tide.—A. Katona.

Now we can understand the why of the tremendous turnover in the membership of square dance clubs that Don Armstrong writes about. We can understand why dancers are quitting urban square dance clubs in disgust and going to the country to find the sociability and simplicity they crave. This going to the country is a healthy sign in a diseased situation. If enlarged and continued, it may help bring about a much needed change. Perhaps the sociability of the country will be blended, in time, with the skill of the city.

I heard this from a couple who had attended a western folk and square dance camp: "Never again. We looked forward to a nice vacation there. We wanted to relax, have fun, learn a few dances, and meet congenial people. Instead, we were driven like mad through a lot of complicated stuff we'll never do again. The callers who went there from our part of the country can use only about one-tenth of what was dished out. The crowds where we come from won't stand for that sort of thing."

This couple represents the great majority of plain folk for whom the square dance is traditionally social recreation. It is this large majority, dancers and nondancers, who want sociability and simplicity, which recreation leaders should serve—and not the small minority of glamor boys and girls who race through every new dance number concocted by cash-minded callers.

Let us get back on the folksy trail. Let us be good neighbors and relax and enjoy each other's company. Let us keep the folk and square dance sociable and simple.

A Folk Festival GUIDE

WHEN THE PEOPLE of a community, of a state, of a nation, or of many nations meet together in one place to celebrate with their own native songs and dances in the spirit of pride and enjoyment, we have all the good makings of a folk festival. In informal ways, they can be said to occur in the life of every town—those times when you and your neighbors get together for an evening of singing the old songs, dancing the old dances. But usually these "community sings" and "socials" are alike, one with the other, in that the same favorites make up the evening. It is when you sing or play the music (almost always unwritten, having been handed down generation to generation) and perform the dances that are native to your community, or have been brought into it, that a true festival is begun.

Why a Community Festival?

From the number of reasons why it is worth while for a community to hold a festival, perhaps the best is that it fosters a new respect in the town, neighbor for neighbor. A fair may show the rest of the county what excellent farmers live there. A commercial exhibition may show how keen and forward are the businessmen. But a folk festival brings all together. It is the expression of a community—expression of the people through song and dance and what we shall call plain native spirit. Nothing reaches more directly to the roots of a people than their songs, music, dances, legends and art of all kinds.

Condensed from *The Folk Festival Handbook*, published by The Evening Bulletin Folk Festival Association, *The Evening Bulletin*, Philadelphia, Pennsylvania. (Out of print.)

Planning the Folk Festival

Let us say that the idea of a folk festival has been suggested in your community, discussed, accepted. You are ready to go ahead with your plans. It is, of course, to be an important event and it is to be particularly your community's own.

At the outset it is far preferable to start in a small way with a few dances and songs rather than to reach for the moon. You might be limited in your selection of talent. Plan a festival so it will reflect plainly the spirit of your own townspeople, their lives, cultures and traditions.

SELECTING A CHAIRMAN AND COMMITTEE—There is no need to form a large, cumbersome organization for the presentation of a community festival; but it does need leadership. A requisite for a successful festival is the proper choice of a general chairman.

He should understand the community. Since the chairman is to be the guiding spirit of this and future festivals, he should also be familiar with the purpose of such festivals. The general chairman will have the responsibility of staging the presentation, seeking and selecting the participants, arranging and supervising all details. It goes almost without saying that he must have the respect of the community. Necessary, too, is the ability to bring many types of people together—and to keep them together in harmony. The chairman is the leader; but it's a job for a diplomat, not for a high-pressure dictator who engenders ill-feeling in a project meant to create good will among all.

If the program is an ambitious one, the chairman can appoint separate leaders or committees. Individuals or committees can be selected to look after business and program details. Others may be made responsible for auditorium arrangements, ticket sale and publicity. Each division of the program can be put in charge of one person best acquainted with the particular type of folk expression represented: a person who is active in square dancing would be the proper one to interest other dancers, a fiddler to enlist other fiddlers, and so on.

It should be the business of the general chairman to coordinate the efforts of all. To do this, meetings of the leaders are necessary. The number of meetings depends upon the special problems found in your community. A good plan is to have at least one general meeting held early so that each divisional leader will get the general picture, and another one just before the festival for final instructions.

THE BUDGET AND SPONSORS—One of the reasons that the community festival is a logical activity is because it can be both recreational and inexpensive. Indeed most small festivals are held with little or no expense. If the auditorium or open-air theater is made free to the festival, and no admission is charged, no tickets or programs printed, there is no reason for great expense, since these are the only large items to be taken into consideration. Participants should not be paid. Those who play a part should do so with a feeling that they are making a contribution which is of value to them.

If your festival is to involve expense, the chairman makes out a budget. The next step is to get some responsible individual or group to guarantee such a budget before plans are begun. It should be understood beforehand ex-

actly what financial arrangements are necessary. When a sponsor guarantees funds and expects to be repaid after the ticket sale, every effort is then necessary to see that repayment is made.

It is suggested that wherever possible responsible sponsorship be secured, even when there is little or no expense connected with the festival. A sponsoring committee might be obtained from educational institutions, civic organizations, newspapers, business groups or local chamber of commerce. Another suggestion is to add as well a citizens' sponsoring committee.

THE PLACE AND THE TIME—Spring has always been a natural festival time. The date you choose, however, might be one which is already established as a time of importance in your area. This might be during the harvest season; it might be the date of the founding of the town. Fourth of July, Thanksgiving, or any national or local holiday celebration could well be your festival time.

Most towns and village festivals are contained in one performance an hour or more in length. Larger city and community performances (usually after several years of development) often are spaced over two, three or more days, with programs given in the afternoon and evening.

TICKETS—Many of the community festivals are given without charge. If possible, they should be.

When it is necessary to make a charge because of expenses involved, the price of the admission should be nominal. After all, money-making is not the objective of a folk festival—nor should it be.

If there is a ticket sale, it should be started several weeks before the festival date. When a considerable number of tickets are to be sold, a ticket committee may be appointed to include a representative of each group in the program.

PUBLICITY—A folk festival is worth telling people about. The more ambitious program may have a publicity director appointed to do most of the telling. Such a director would make available to the press all details of interest concerning the festival, its program and participants. He may be called upon to explain the significance back of each individual presentation as well as how each single part of the program fits into the folk story of the community.

For practical help in preparing newsstories, your local newspaper editor is the best person to consult. The first publicity release prepared for a large community festival is usually general in tone, stressing the objectives and scope of the program. "Follow" stories may then deal with the individual groups, including background history. Such stories can be prepared not only with the idea of drawing an audience, but of explaining and interpreting the festival, and to help find those who might have a contribution to make to the program.

Such stories go to the leading newspapers, but don't overlook smaller publications, especially those of different language groups if they happen to exist in your community. It is often practical for the publicity director to have a committee made up of a person from each division of the program. The leaders in the separate divisions have the contacts necessary to reach their own people directly.

In addition to newspaper releases, consideration may be given to radio programs and talks before civic and educational groups of all kinds. Stores may cooperate by special window displays. All such activities are under the supervision of the publicity director.

ABOUT THE LAW—If there is a public ticket sale, remember to check with your local authorities on the tax laws—the Collector of Internal Revenue on the federal admissions tax and local officials as to other such taxes as may be imposed. If your festival is to be presented in a hall or theater, it may be necessary to get special entertainment permits or to meet other legal considerations under your local laws. It is best to have someone investigate early and thus save a possible headache at the last minute—such as having the fire marshal declare you have disregarded the maximum seating capacity of a certain auditorium.

USHERS—Again if your planned festival is to be a sizeable one with a large audience, a member of the committee should be given the responsibility of arranging the seating so that there will be a minimum of confusion when the audience arrives. In auditoriums with established seating arrangements and a regular staff of ushers, this is a passing matter. Where special seating arrangements are made, as at an outdoor festival, this becomes quite another matter. Seats and rows should be clearly marked, and ushers who understand the arrangement should be detailed to guide the audience.

PROGRAM NOTES—A worthy souvenir of a memorable festival is the printed program. If possible, notes should be prepared as an explanatory background to the music, songs, dances and other presentations.

Building a Program

As pointed out earlier, the customs, talent and folklore of your community are to give your festival a character of its own. No one comprehensive sample program will serve for any one locality, since the character of the talent will be different in each community.

To build a program, study the types of folk representation and find out about the talent available in your surroundings. Then you are ready to arrange to have such individuals and groups prepared for the festival date.

TALENT HUNT—In smaller communities where nearly everyone knows his neighbor, you will be able to plan a program without searching very far, for your festival probably is to be an economical one of very informal nature. In larger towns and cities, a talent hunt poses more of a problem. Become familiar with all the groups in your area which might be represented. Walk and talk festival. Go to the editors of newspapers, to oldsters in the community whose memories may put you on the track of valuable festival material. Schools, too, should be included in the search for talent. Newspaper publicity may also aid in locating individuals and groups who should be represented.

Do make it a point that, wherever there are different types of groups available, all are given the opportunity

to take part.

FOLK MUSIC—The general plan puts folk music into two divisions:

1. The rendering of original folk music performed by individuals or by a group, vocal or instrumental or accompanied, to include the songs and music of the Indians, early settlers and later arrivals, as well as the fascinating lore found in sea chanteys, river, canal, lumberjack, mining and cowboy songs, Negro spirituals and work songs. In these presentations, appropriate instruments such as the fiddle, dulcimer, banjo, guitar, harmonica and accordion should be used.

2. The presentation of arranged compositions—choral or instrumental—based on original folk music but which are adaptions or departures from the original form.

FOLK DANCES—Folk dancing is one of the most popular, colorful and interesting phases of a festival, giving it action and vitality. The general plan also creates two divisions here:

1. Characteristic dances which have been handed down in their traditional forms. Again the accent should be on authenticity. Among the forms included are Indian dances, square dances, singing games, English, Scottish, Irish, Spanish-American, French and other dances performed in early days. And we have the Russian, Italian, Czechoslovakian, Lithuanian, Ukrainian, Chinese, Filipino and other dances more recent to America.

2. The presentation of dances developed from the above basic forms.

FOLK PLAYS—Traditional folk plays or those recently written, utilizing folk materials, may be presented when it is possible to fit them into the program. If such a play is available—short in form and common to your locality—it would be interesting to include it, as this is rather a rare festival event in most communities.

OTHER FEATURES—Two other features appropriate to a program are handicraft exhibits and the recounting of local legends, folk tales and superstitions.

The *handicraft exhibit* displays craft creations of the groups represented on the festival program or found in the community. This includes sculpture, wood and metal work, woven blankets, quilts, rugs, bead-work, pottery, woodcarving, paintings dealing with folk themes, and other arts and crafts of the folk. This is arranged as a separate part of the festival, the display adding much to the "atmosphere" of the stage presentations. Demonstrations of weaving, spinning, pottery-making and other creative efforts also may be included.

The *legends, folk tales and superstitions* are something "different" when part of a program and, like folk plays, should be common to your locality.

Know your community—learn about it—and then build your program.

Presentation

GROUP REHEARSALS — After the chairman knows what is to be included on the program, attention can be given to the actual presentation. If the program includes a variety of groups, now is the time to plan their efforts so that there will not be too many songs together, or too many dances following each other. The longer the program, the greater the need for attention to variety. Consider your audience and prepare for them by planning as smooth-running a festival as you can.

Timing is another important consideration when the program is to extend for an hour or more. It is hard for some groups to realize that if the programs are continued all through the afternoon or evening, the audience grows tired. If your program is to run more than an hour, a definite time limit should be given to each group or individual early so that the various parts of the program can be fitted correctly within the performance schedule. This is difficult to do unless all groups cooperate by rehearsing to the time allotted in advance. If one or two participating groups take too much time, the whole program is thrown out of balance.

COSTUMES—In presentations where special costumes are used, leaders should see that they are either originals or faithful reproductions.

SCENERY—Little scenery is necessary. A single background of a neutral nature will suffice. It is not customary to mount folk festivals with elaborate stage sets or to present each folk group with a special effect. The stage is most simply planned so as to present, through one setting, a surrounding which will complement all types of groups.

DRESS REHEARSAL—If possible, a full dress rehearsal of the festival program should be held shortly before the actual performance. This will give the director a golden opportunity to smooth the timing of all the various groups, to acquaint all the participants at first hand with their part in the proceedings and with the stage arrangements.

ON STAGE—When perhaps a dozen or more groups participate, a smoother presentation is assured if a stage manager is behind the scenes with a production schedule in hand to see that the proper group takes the stage at the proper time—and with the right properties.

In many festivals, one group follows another to the stage platform or floor where the performances are to be given. Another method is to have all the participants brought together and seated on the stage before the program begins. They are seated on chairs in rows arranged on "riser" strips so that a background of festival folk is on view during the whole program. Unless there is a space limitation, this latter method seems to offer the best plan. Time is saved because participants are near the place where they are to perform and each one does not have to make a separate entrance. In this way, all participants are a part of the program all during the performances, which adds both color and order.

THE FESTIVAL IS ON—Your audience is seated. On the stage, or waiting in the wings off the platform, your folk musicians, singers and dancers are ready. Backstage assistants stand by their jobs. This is a moment for which many people have been working during weeks of time. Yet this moment is not a tense one, as it is before the curtain goes up on a new play. For this is a festive occasion. It is a moment for the people to make merry, to dance and sing their songs as their fathers did and their forefathers before them. Here in our free country is again being played our part as preservers and guardians of the traditional heritages of many lands.



The outdoor stage depicts an authentic Arabian castle with its domed roofs and minarets.

DESERT PEOPLE WEAVE A MAGIC SPELL

Lenelle Marsh Kanthack

A Spring Festival

The Caliph, in all his splendor, looked out over the crowd milling before him. This is where he belonged. These were his people. He thought of the great desert with her heat and sand dunes; her date trees with their tall pillar-like trunks, topped with graceful fronds which brought forth such names as Mecca, Caleb and the Garden of Allah. It seemed to the settlers and visitors that some magic carpet had whisked them half-way around the world into a bit of oriental East, for this was not Arabia, but the little desert town of Indio, California.

His thoughts flashed back to the beginning of date culture in America, nearly fifty years ago, when the Department of Agriculture imported trees from North Africa, Persia and Arabia. Since it was ideally suited, an experimental station and date garden was established in Mecca. The dates thrived and the first festival was held in 1922. Today there are several thousand acres in dates, and Choachella Valley has become the date raising center of America.

The crowd before the Caliph was swelling. Men, women and children dressed in Arabian costumes of blue, yellow, red, green and gold mingled with those in regular attire. Many had taken their seats—entire families from the baby in arms to grandmother and even great-grandfather. Some pushed through carrying handfuls of pungent smelling hot dogs. The barkers from the booths along the midway called out their wares, pigs squealed and cows mooed from their headquarters where they were bedded for the night, because this was the Riverside County Fair and Date Festival.

Thousands of people waited for the Arabian Nights Pageant to begin, jammed the seats and overflowed onto the lawn. The fabulous outdoor stage depicted an authentic Arabian cast'e and the street before it. According to Moslem tradition, the minarets denote the portion occupied by the Caliph, while the domed roof identifies the servants quarters. Flanking the stage was a realistic Arabian market scene.

The pageant was an outgrowth of something that had been trying to express itself since the valley was first settled and the date trees planted. The Caliph recalled the first pageant held in 1948—of how they worked to arouse interest through an extensive publicity program. Each issue of the newspapers carried write-ups on activities of the various committees and their needs. Talks were made before clubs and other gatherings. Personal appeals were made in the high school for boys and girls to come to the tryouts. It was advertised extensively that here was an excellent opportunity to receive expert instruction from the talented dance director. The idea finally took hold and it has become something for the high school students, as well as older people, to vie for.

Every year, stories are written on some tale of the "One Hundred and One Nights" and submitted to the local pageant committee in August. Each one must have a Caliph, a genie and a magic lamp. These are the basic elements around which the story must be built—a simple story where right always prevails. With beautiful costuming and exotic lighting they weave a spell that takes everyone back to the days when he dreamed of being a prince and rescuing the lady of his heart. That is where the fascination of this pageant lies. It is the reason why many people find themselves weeping and cannot tell why.

The story chosen by the committee is broken into scenes, the pantomime worked out, and suitable music written and selected by the dance and music directors. The cast, soloist and dancers are chosen from the tryouts that take place in October. The dance rehearsals

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LENELLE M. KANTHACK, *whose main hobby is writing, has had her stories and articles published in many magazines.*

begin in November. Combined rehearsals are commenced some time late in January and the pageant is presented in February.

The costumes are designed by local artists and are made in the sewing rooms at the rear of the stage and dressing rooms. The material is purchased through local stores and seamstresses make them according to the designs.

A few weeks before the performance, Queen Scheherazade is chosen from contestants in the eleven high schools in Riverside County High School District. The winners are sent to Indio and, on the first day of the fair, competent judges from outside the area choose the queen. The others are members of her court. They reign over the fair and have a small part in the pageant each night, which brings out the people from the communities they represent.

The Caliph thought of the job of putting on the pageant. The greatest problem had been to find the general chairman. He or she must be capable, dependable and full of understanding for his fellowman. One who will recognize what working under tension means and will control, but at the same time make allowance for, human differences. This is no easy matter since there are over one hundred members in the cast. He remembered, for only an instant, some of the other problems—of the time the organist, who had rehearsed for all the special numbers, was suddenly taken ill three hours before dress rehearsal, and of the time that the flash powder, to be used for the appearance of the genie, failed to work, and many other memorable quirks.



The simple story must always include a beautiful princess who will be rescued.

He smiled now when he thought of the hours of rehearsal and how, as each pageant came to an end, the cast realized they had had fun and delightful association. They would miss it!

But this is the present. The pageant is about to begin. The Caliph turned to look at the cast assembled, waiting for the curtain. The transformation from everyday people is little short of miraculous. The awkward teen-age boys in levis, the meat cutter at the local market, the optometrist, the rancher who raises carrots, a judge of Mecca Township, the owner of an insurance agency and the secretary of the chamber of commerce, who is the lordly Caliph himself — all transformed after days of rehearsal into characters of the East.

Nowhere can you find a better example of community spirit. Here, ranchers and their wives, business men and women, service station operators, school teachers, boys and girls, young and old alike, labor in love to make possible this community project, the Arabian Nights Pageant.

A Trip to Mexico

A PARTY given at Oregon State College, Corvallis, for 150 members of Associated Women Students.

Passport to Mexico: As each guest arrived she was given a name tag (eight different colored tags were used) and a passport slip which had to be autographed by specified types of people before she could go into the next large room for a "tour through Mexico." Autographs required were of an East coast member of the group, of the shortest person in the room, of a new A.W.S. officer, of a blond, of someone who had already been to Mexico, and so on for fifteen items.

Bean Guess: Two jars of beans were on display. There was a place on the passport for recording guesses; and a prize was presented during refreshment time (can of baked beans) for guest who guessed nearest to the correct number of beans.

Crossing The Border: Leaving their passports behind to be checked and filed, the guests went into an adjoining room where they formed a large single circle for several rounds of "Ack Ja," a German folk dance.

Games in Various Cities (progressive games): Eight tour leaders, wearing arm-bands corresponding to the colors of the name tags, led their groups in "choo-choo" formation to their proper cities (designated by colored signs posted on the walls such as *Mexico, City*, and so forth). Here they were met by the "city mayor" and introductions were performed, after which the tour leader and mayors taught the groups their assigned games. Groups rotated to the next city every five and a half minutes. Games were:

1. *Travel to Guatamala* and *Buzz.*
2. *Pass the Shoe* and *Three-Deep.*
3. *Does She Cackle?* and *Poor Pussy.*
4. *Balloon Relay* and *Raisin and Toothpick Relay.*
5. *Nose Bag Dramatics.*
6. *Travel to Duluth* and *The Prince of Wales.*
8. *Stunts.* Partners' wrists were tied together with string which they tried to get off without untying, and "Kerchief Knot-tie."

La Raspa: All players rejoined in a circle and danced "La Raspa," a Mexican folk dance, for four minutes.

Break The Pinata: Winners of the passport autographing game were blindfolded and given first chances to break the pinata.

Refreshments: Guests returned to first room where cheese bits and coffee or fruit-ade were served.

(Most of the games used for this party may be found in E. O. Harbin's *The Fun Encyclopedia* and in many other games collections.)

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Send us a description of YOUR successful party or games activities. See "Editorially Speaking" on page 577 of this issue.

Community and Industrial Showmanship as promoted by the American National Theatre and Academy

Community-Wide Celebrations

Alfred Stern



Theme Center of Detroit's 250th Birthday Festival was located in the downtown area. Free entertainment was presented for twenty-four nights.

THEATRICAL TECHNIQUES are playing an ever-increasing constructive role in American community life. When properly conceived, produced and presented such activities invariably result in sociological and economic benefits to the sponsoring community, organizations and/or industries.

Whether a historic anniversary or an annual festival, all major community celebrations, because of their very nature, gather together people from every walk of life; often those who previously had no occasion to meet are now working together toward a common objective. Such experiences afford an opportunity for these individuals and groups to understand and appreciate each other's point of view and obviously tend to build for a better, more integrated community life.

Detroit's Automotive Golden Jubilee in 1946 serves as a fine example. This celebration, largely financed by the community-minded automotive industry, marked the sesquicentennial of Detroit and the 50th anniversary of the automobile. From the civic standpoint Detroit had been the scene of much racial unrest, anti-Negro riots which shocked the nation and the city's administration. As a prime objective the committees concerned with the celebration determined to combat this deplorable condition. As a device they chose to produce a huge historic spectacle especially written for the occasion and entitled "Song of Our City." Some nine hundred local actors, singers and dancers participated in three jam-packed performances in Detroit's Olympia Arena, where close to sixty thousand persons saw and heard the story of their own community and the people who built it. Detroit's history was related not alone in terms of great men and stirring events, but more particularly, the day to day contributions of the many and varied nationality and racial groups which together built the community. For the first time in the history of the city, white and Negro choirs sang together. Because of the war, the splendid voices of Detroit's German singing societies had not been heard in public for several years, but in "Song of Our City" these Americans of German extraction once more rejoined the community and, incidentally, were greeted by an ovation. Hamtramck, a suburb of Detroit, with perhaps the largest Polish population in the United States, had been the scene of bitter disputes between Polish factions. "Song of Our City" persuaded these groups to get together and their differences were soon forgotten in a brilliant swirl of boots and elaborately

MR. STERN *has produced many community, institutional and industrial projects. He directed Detroit's yearlong festival and "The Maine Event."*

embroidered skirts as in a single unit they presented a series of robust and delightful folk dances. The United Automobile Workers Union and the glee clubs of many individual industries participated and there were scores of instances of individuals and community organizations, normally with little or no contact among each other, working in happy, creative harmony.

A week later, as the culmination of Detroit's Automotive Golden Jubilee, massed choirs from the city's churches and temples, totalling some five thousand voices, assembled in Briggs Stadium for a special Sunday service and concert. The star soloist was Lauritz Melchior and the great Negro choral groups were featured. An audience of fifty-eight thousand heard speaker of the day, Trygve Lie, then Secretary General of United Nations, who declared in essence that events of this nature produce united communities and inevitably united communities must result in united nations. Thus those who participated and those who witnessed were, through essentially theatrical techniques, motivated to act for the mutual benefit of all.

In Pennsylvania, Reading's year-long Bicentennial in 1948 is another case in point. Predominately a rather drab industrial city, Reading was founded a little more than two centuries ago by the two sons of William Penn, Thomas and Richard. Its Quaker origin, the coming of the Mennonites, Amish, Dunkards and Moravians, the Pennsylvania Germans or "Dutch" as they are popularly miscalled, gave early Reading a particularly rich heritage in folklore and folk arts which were preserved only in the local historic society, a handful of private collections and between the covers of books, or debased and commercialized in the form of badly designed, mass produced souvenirs. Those in charge of the celebration, while paying appropriate attention to the community's contemporary industrial enterprise, determined to revive the picturesque customs and crafts throughout the Bicentennial year. Pageants, parades, street decorations, special events, window displays, exhibits and even private social functions all reflected the colorful traditions of the community. A further note of contemporary international significance was added by the arrival of the Lord Mayor of Reading, England and his bewigged Town Council, who as special guests of the Bicentennial Committee convened in joint session with the Mayor and City Council of Reading, Pennsylvania. Here again a united community worked together to create a renaissance of their best traditions and, as a natural by-product, achieve national publicity and all the attendant benefits.

In 1949, Winston-Salem, North Carolina, celebrated the 100th anniversary of the birth of Forsyth County. The community produced a historic spectacle entitled "A Lantern in the Pines" which, in terms of drama, music and dance, related the story of the development of that area. Film star Kathryn Grayson, a local girl who made good, was induced to return as the leading lady, but of far greater importance was the participation of more than six hundred local citizens. Working together on a voluntary basis, the cast included several organized choral groups, the city's department of recreation teen-age and adult square dance groups, massed bands from the VFW, American Legion and five high schools. Little theatre members and several Negro actors served as principals. Here again a happy precedent was established when the Negro school band appeared with the others for the first time in the history of this southern tobacco capital. It is of significance to note that, on the evening of the presentation, Winston-Salem's Bowman Gray Stadium drew a capacity crowd of twelve thousand, more than four times as many people as Bob Hope played to in the same arena two weeks earlier.

Among other outstanding events of this type are Detroit's year-long Birthday Festival, 1951; The Maine Event, 1952; North Carolina's "The Lost Colony"—a pageant drama produced annually; and many others.

Folk Dances Featured



The Nineteenth Annual National Folk Festival will be held in St. Louis, Missouri, April 8-11. This year, as part of the observance of the Louisiana Purchase Sesquicentennial, states in the area of the original purchase will be especially featured.

The objectives of this national festival, which is sponsored by the *St. Louis Globe-Democrat*, are:

To encourage the use of folk songs, music dances, legends and other lore through folk festivals and other activities to help meet present day recreational needs for both urban and country folks.

To help preserve and keep flourishing the traditional expressions which reflect life as it has been lived, in the United States, and in the other countries from which our people have come.

To utilize the wealth of inherited cultural legacies which have poured into our country in such a way as to create better understanding and stronger unity of the people of our country.

To help develop a more genuine appreciation of the fundamental cultures of our world neighbors by showing, through demonstrations, the universal similarities of the deeply-rooted, diverse folk traditions of our people of diverse cultural backgrounds.

Plans and information about this event are available from the director, Sarah Gertrude Knott, National Folk Festival, *St. Louis Globe-Democrat*, 1133 Franklin Avenue, St. Louis 1.

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Tampa, Florida, will be the setting for the First Annual Statewide Florida Square and Folk Dance Festival on April 11. Sponsored by the Florida Square and Folk Dance Callers and Teachers Association and the City of Tampa Recreation Department, this festival will feature nationally known callers Fred and Mary Collette, Don Armstrong, Jimmy Clossin, and Ed Durlacher. For further information, write Don Armstrong, Festival Committee Chairman, Recreation Center, 214 N. Boulevard, Tampa.

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Square dancing will also be one of the principal features on the program of the Sixteenth Annual American and Canadian Sportsmen's Vacation and Boat Show in Cleveland, March 20-29.

Notes from a talk given by Mrs. Nicoletta Urciuoli at a State Conference of the New York State Public Recreation Society.

A Playground Pageant



SPECIAL EVENTS are always an important part of any recreation program—they enrich it, give it a goal, and are a wonderful publicity medium. A natural outgrowth of the everyday program, a project which correlates all the dance and drama activities, is a pageant. The "Land of Make Believe" opens magic doors to all—and all love an opportunity for rhythmic response.

A wide choice of material is available; however, the most popular themes are familiar fairy tales, Mother Goose stories, or historical events.

After the choice of pageant is made, committees should be set up by the director with designated groups responsible for costumes, properties, stage sets, music, lighting, make-up, and so on. It is important to have detailed work and cue sheets for all committees and frequent meetings so that each one is familiar with the pageant as a whole. The costume committee should design appropriate costumes and prepare samples, if possible; but the bulk of costumes should be made by children on each playground with the help of recreation leaders, parents, or other interested volunteers. Stage sets and props should be the responsibility of the handcraft supervisor and committee. Again many of the small props and decorations can be made with the help of playground participants. Meetings with the director of the orchestra or accompanist are necessary to outline the theme music for the pageant and cues and music for the various groups and scenes. Details on any special make-up should be cleared with the make-up director.

Use special interest groups in your pageant and give assignments to individual staff members for the responsibility of games, dances, songs or any other activities to be included. Through the daily story hour, skits and pantomimes produced on individual playgrounds, and the daily dance sessions, much interest and talent can be stimulated for the event. Every child who is interested should be given an opportunity to "be in the big show." In working with children whose voices are not strong, pantomime should be done to correlate with a narrative read by an adult or child with a good voice.

A central meeting place for rehearsals is necessary and the narrator should be in attendance. After being told the story of the pageant and just where their group will fit in, each unit can be rehearsed separately, but one dress rehearsal with all the groups should be planned. Arrangements for transportation should be made both for the dress rehearsal and the performance; and a recreation leader should accompany each group. Each leader should have a carefully planned work sheet with direct, clear, instructions giving the time and place for the dress rehearsal and pageant; instructions on the place and the order in which the group should be awaiting the entrance call; and which entrance and exit they should use.

On the night of the pageant the groups should arrive in costume and each recreation leader should be responsible for the make-up of his group. Dressing room facilities and make-up rooms should be made available for the main characters, if possible. It is most important to have assistants who are thoroughly familiar with the pageant to man the entrances and exits to keep them clear, and to see that the groups and main characters are in their proper places and ready to make their entrance at the proper time. If possible, reserve a place in the audience where groups who have finished their parts can go to watch the remainder of the performance.

It is possible to include as many as three hundred children in a pageant of this kind if the director, committees, and activity supervisors plan, co-ordinate, and *work together*.

One thing to keep in mind is that your performance must be well done. No one is happy about a slipshod performance—least of all the participants.

MRS. NICOLETTA URCIUOLI *is the superintendent of recreation at Syracuse.*



An Indian pageant, produced by the Chicago Park District. Drama flourishes in all of the department's field houses.



Whole families come, the dog, too, to the wooded outdoor theatre maintained by the Richmond, Virginia, department.



Scene from *Fly Away Home*, acted by the Town Park Players in Charlotte, N. C. Sponsored by park and recreation commission.



One-fourth of the wardrobe section of the Oakland, California, recreation department, with chief costumer, Mrs. Hettie Wollen.

Easter pageant put on by the department of recreation in Oak Ridge, Tennessee. Note original and effective scenery.



A Hawaiian dance is one of the acts in a production by the Jefferson County Playground and Recreation Board.





Old Pipes and the Dryad as presented by young Richmond, Virginia, actors in the perfect setting of Dogwood Dell.



Rehearsing the play, *Queen Esther*, is drama outlet for golden-agers in Milwaukee. Members of group made their own costumes.



Community Drama Marches On

The drama section of the community recreation program is an important one. Not only does it give satisfaction to all those would be actors, provide fun and excitement—and, for large groups—a means of creative expression, cooperative activity and adventure, but it can be one of the best means of advertising, and promoting interest in the recreation department. Furthermore, well chosen dramatic material can go far toward building positive community attitudes. It follows, therefore, that this part of the program calls for a clear-eyed and fearless planner!

Three elves are ready to "go on," to take care of their share of mischief in a Long Beach, California, pageant.



A chorus line that vies with the Rockettes. Local "show girls" complete the finishing touches for a summer performance in Seattle.



WE POOL OUR EFFORTS

IN MANY COMMUNITIES in our country the citizens are aware that wholesome recreation for children builds strength for living. In these communities the closing of the school day and of the school year heralds the opening of doors to many opportunities for children of all ages. The citizens in these communities have joined forces and pooled resources to meet the recreation needs of children. Community-wide planning has made possible a continuous year-round program of leisure time activities for all.

In 1946 a city-wide recreation program was put in operation in Hammond, Indiana, under a newly organized plan. In the past, some recreation had been offered but there was much to be desired in the way of a thoroughly coordinated program utilizing all school and park facilities. Little had been done to bring into the total picture many other organized groups and agencies which operated more or less as individual units. Formation of the recreation commission set in motion what today offers Hammond children a wide range of recreational opportunity.

Recreation School for Small Children

One important part of the summer program is the recreation school designed for small children. This program is carried on at fifteen school sites which afford close proximity to the home from which the smaller children come. Teachers from the regular school staff are employed and carry on activities in games, arts, crafts, dramatics, music, excursions, and other interesting things. Attendance is entirely voluntary. A very small charge is made to provide materials for the program. In addition to being a fine program for children it has proved to be excellent in-service training for teachers. It stimulates that invaluable teaching technique of getting children to learn through voluntary participation, because they want to learn. This program continues for six weeks, from nine to twelve noon each day, and is supervised by one of our elementary school principals.

One needs only to observe the children as they set out in chartered buses for a trip to the farm, the zoo, or a museum to sense their enthusiasm for the recreation school. The plays they plan and give, the exhibits of art and craft products, and the gusto with which they sing are excellent testimony of their genuine interest.

The real test of the program is the



Arts and crafts develop appreciation and skill. Above, the boys and girls of Columbus, Ohio, are making heads of papier maché.

MR. THORSEN *is chairman of the Recreation Commission in Hammond, Ind.*

The recreation program provided for children in Hammond, Indiana, illustrates the variety of agencies serving children in a community, and points up how a pooling of effort to meet local needs may lead to the creation of a public recreation department.

FOR CHILDREN

M. H. Thorsen

reaction of parents. Their wholehearted support and cooperation indicates that they believe the recreation school meets a real community need.

The Park Program for Older Children

The program in the parks is one of similar variety for older children. Croquet, horseshoes, ping-pong, little theater, crafts, and athletics are some of the activities sponsored. There is a complete baseball program for boys in the eight to twelve and thirteen to sixteen age groups. Leagues are formed and the several service clubs help finance and support the small boys' baseball program. The Legion Posts aid the teen-age group. The program is so organized that high school boys are able to continue playing baseball after the school season closes in June.

Interested parents usually manage the small boys' baseball teams, thus adding tremendous interest and support to the total program. The number of adults who come out to watch the boys play causes one to wonder whether the boys or their fathers are more enthusiastic about the leagues.

The park program operates from noon to 8:00 P.M. Most of the summertime activity leaders are selected from among the teachers, coaches, and college students. The director is given authority to select his personnel on the basis of merit. The recreation commission passed a resolution that the recreation program is to be free of politics. Heads of other governmental units in the city have given fine cooperation in this.

Other Centers Included in Program

The nucleus of the total program centers about the Civic Center, a large community building with a big gymnasium, swimming pool, several game and hobby rooms, and the recreation department offices. Here the department cooperates with many community groups in helping promote such activities as industrial and church league basketball, instrumental music and choral groups, high school basketball games and tournaments, school music festivals, school safety patrol parties, hobby clubs, instruction in arts and crafts, square dancing, social dancing, teen-age "soc-hops," and other youth and adult activities.

An excellent swimming program is offered in the Civic Center for all age groups. Swimming instruction is given by an American Red Cross trained instructor. Plans are in process to construct three additional pools, in other parts of the city, which will allow expansion of the swimming program.

School gymnasiums throughout the city are scheduled by the recreation director for various local community activities through the winter months. Many of these activities are similar to those held at the Civic Center. For example, in one particular school the recreation department and the Optimist Club carry on an excellent activity program for boys. This is supervised by two teachers in that school who know the boys. A great variety of wholesome activities are provided. The principal cooperates by coordinating his school's intramural program with these activities. At the same school, a PTA sponsors an activity called the "Stugen" for junior high students, in which boys and girls hold square dances and other fun activities. A similar program is conducted in another outlying school area with the support of interested parents.

Hammond Fresh Air Camp

One very fine project that ties in with the over-all set up is the Hammond Fresh Air Camp. This project gives special attention to those children from homes with decidedly limited means. We might say underprivileged children, but that phrase has a broad connotation and often may apply to children from homes *with* means. Children are selected from the public and parochial schools by the nurses, principals, teachers, and the child welfare department. These children are given a two-week outing at Camp Okalona on a lake in a beautifully wooded area in northern Indiana. There they are given good food and many experiences in working and playing together. They are taught self-reliance and responsibility in caring for their own cabins and mess halls. They are given opportunity for a well-supervised program of games, swimming, boating, arts, crafts, and music. Emphasis is placed upon spiritual values, in non-sectarian activities. This program is financed by the Community Chest. Facilities and trained personnel are provided by the Brooks House of Christian Service which conducts its own summer-long camping program

simultaneously.

The children are selected before the school year ends. Before the camping period begins a staff member of the school attendance and child welfare department visits every home and acquaints parents and children with the purpose of the camping project and discusses what things each child should take to camp. Its excellent school public relations value carries over into the regular school year, shaping wholesome attitudes toward school and school attendance. It's a wonderful experience to see these children as they return from camp with rosy cheeks, filled out bodies, and the sparkle of health in their eyes.

Other Cooperating Groups

One of the finest organizations in the city is the Brooks House of Christian Service. Located in a community representing many nationalities, creeds, and races, it offers an excellent program of informal education and recreational activities. Opportunities in a variety of hobby clubs for all ages and all types of athletics are offered. Services to individuals in the form of counseling, library reading, and game room activities are available. A nursery school is conducted to help working mothers. A community service, based on the town hall principle, provides many groups with the privilege of holding meetings and discussing current topics in a true democratic spirit. Religious activities are conducted for all who wish to participate. Brooks House conducts its own summer camp which is staffed with trained personnel and in which the children earn their way. Perhaps the finest part of this total program is that all is achieved through volunteer participation. City authorities praise it highly, for delinquent conduct is at a minimum in the community.

Recreational facilities are also made available to the Boy Scouts and Girl Scouts. Many of these groups hold their meetings in the several schools and the Civic Center. Through the cooperation of the recreation department, the Girl Scout organization has been given rooms in the Civic Center as headquarters with access to recreation facilities there. Both of these organizations conduct their separate summer camps for a summer program. Also, day camping experiences are provided in the Hammond parks for the Cub Scouts and Brownies.

In addition to the varied program available through the recreation department, and other agencies already mentioned, many of the forty-five churches in the city provide recreational opportunities for their young people. Game rooms, social groups, vacation schools, and similar programs are carried on.

How It Began

To develop this project necessitated much effort in planning, organizing, and cooperating. In April of 1942 the PTA Council called a meeting of all local PTA presidents and school principals for the purpose of encouraging a thorough recreation program for this city of ninety thousand population. The nation was mobilizing for a second world war and there was great concern for the educational and recreational opportunities for our children and youth.

History has taught us that during and following a war there has always been an increase in delinquent conduct. We were anxious to offer youngsters opportunity for wholesome activity to counteract this tendency. However, a good recreation program is in reality much more than prevention of delinquency. It is an educational program and part of wholesome community living. No community can evade caring for its young people and still make progress.

To establish a city-wide recreation program demands complete cooperation of all community groups, professional and lay. In this case a committee was formed by the PTA Council and the school principals to contact the mayor. The mayor in turn appointed a committee which gave representative support from labor, schools, churches, service clubs, merchants, and industrial groups. The local chamber of commerce lent support to the project. This organization became known as the Central Committee on Recreation.

The first step was the gathering of information from other cities on the organization of a recreation program. Many valuable suggestions and ideas were gleaned from visits to, and literature from, such cities as Decatur, Illinois, Madison and Milwaukee, Wisconsin, Fort Wayne, Indiana, and other Midwest cities. Only those ideas which lent themselves best to our local situation were considered. It was agreed that all facilities should be utilized, which meant that school and park facilities should be put to use in a coordinated plan. This resulted in soliciting the cooperation of the park board, school board, and the city council. In 1945 the state legislature passed a law permitting the school board to levy a two- to ten-cent tax to join with other governmental units in providing more recreational facilities. This legislation was timely and removed the question of any legal barrier.

From this background, a governing board—a city recreation commission—of five members was formed. A member of the school board, a member of the park board, a member of the city council, and two lay members make up the present five-member commission. This commission functions in an advisory and policy making capacity.

The first important duty of the commission was to select a competent recreation director. We were careful to select a person who was trained for and experienced in recreation work both in schools and in parks. The director is employed and paid jointly by the park board and school board, each of whom levy a tax and appropriate money to support the recreation program. By well-planned and careful expenditure these appropriations provide an excellent program.

The quality of any recreation program is in direct proportion to the quality of leadership and personnel responsible. In this respect Hammond has been fortunate. The complete cooperation of our superintendent of schools has made an invaluable contribution to the success of our program. Men with a sincere civic spirit serving on the two boards have given stability to the project and encouraged public confidence.

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Independence Hall, Philadelphia, where the Declaration of Independence and the Constitution of United States were born.

The 35th National Recreation Congress will visit another historical site.

"....and the pursuit of Happiness"

PHILADELPHIA, where some interesting words about the pursuit of happiness were written 177 years ago, is preparing to hear some more interesting words about the pursuit of happiness when the 35th National Recreation Congress convenes there September 28.

Suggestions for the Philadelphia Congress began coming in almost as soon as the Seattle Congress closed. Advisory committees are being formed, topics are being studied and ideas are being sought wherever they may be found.

A questionnaire was sent to all delegates to the Seattle Congress and the response has been exceptionally good. The comments of the delegates at Seattle will prove helpful in working out the final program plans for Philadelphia.

The Recreation Congress Committee will welcome suggestions from all who will send them to T. E. Rivers, Secretary, Recreation Congress Committee, 315 Fourth Avenue, New York 10, New York. The Committee is especially anxious to know what topics should be included on the Philadelphia program, the names of outstanding speakers who should be invited to address the Congress, and the names of recreation leaders in public and private agencies who can make contributions to the section meetings. Ideas with reference to special program features are always welcome. The Congress is by nature a thoroughly cooperative venture and every effort is made to try to make it the kind of meeting which will be of real and lasting value to all who attend.

Of unusual interest to the Recreation Congress Committee was the response to that part of the questionnaire which dealt with expenses at the Congress. The Committee has studied the matter of expenses a number of times, most recently in 1947 and before that in 1940. In 1940, 61 per cent of those who answered the question reported that at least some of the expenses relative to attending the Congress were paid by the department or agency sending the delegate and 34 per cent reported reimbursement of all expenses.

In 1947, 78 per cent reported reimbursement in whole or in part for expenses of executives, 30 per cent for expenses of other members of the staff, and almost 27 per cent for expenses of board members.

In 1952, 85 per cent reported some reimbursement, with 53 per cent reporting 100 per cent. Almost 77 per cent of the delegates answering the question reported receiving more than half of their expenses and 66 per cent reported receiving three-fourths or more.

In an earlier study of this question, several ways were listed for handling costs of attending the congresses when the agency or department did not include such an item in the budget or when the amount included was not sufficient. Among these were: getting assistance from interested citizens, drawing on special funds, putting on a benefit program of some kind and using the proceeds for this purpose.

In some cities the professional workers themselves have financed one or more representatives' attendance.

Make a note now of the dates—September 28—October 2, 1953—and begin making plans to attend! Plan to bring one or more members of your board. And remember, too, that wives are always welcome.



Skyline seen from terrace of Museum of Art. Benjamin Franklin Parkway ahead ushers motorists to heart of the city.



Each summer, youngsters—like these waiting for the Camp Dearborn, Michigan, bus—spend happy hours at day camp.

Signposts

IN RECENT years there has been a definite trend toward increased summer programming in Jewish community centers. There have been more activities organized and a greater attempt made to serve all age groups. Obviously, this is a very desirable development since the community center is primarily a leisure-time agency and should offer maximum program when the membership is most free to participate.

Determine Program Emphasis

Along with this trend there has been an almost automatic tendency to label every summer program provided for children a *Day Camp*. This has led to considerable confusion and misinterpretation, both for the membership and for the functioning of the professional workers. In order to develop a more orderly and consistent framework for summer programming, serious consideration should be given to defining the various types of programs which may be offered and to setting limitations upon the use of titles related to these programs.

The title of an activity does not necessarily indicate the quality of the experience or its value to the participants. Almost every activity in the center can and should be operated on the basis of sound educational and group work procedures. Most activities lend themselves to creative expression by the children involved. In every instance, it is important that the leaders be trained and able to understand the psychology of children and to work with them in an informal and constructive manner. The following are the suggested titles and definitions for summer activities which might be used in community centers.

MR. BONDER, *formerly camp consultant for the National Jewish Welfare Board, is now the supervisor of the Youth Adult Services Division and the director of Camp Wise, Jewish Community Centers of Cleveland, Ohio.*

The Summer Center

The *Summer Center* program may consist of a variety of groups, primarily the individual interest type such as crafts, dramatics, dancing, games, swimming, and so on. Such groups are operated independently of each other with no attempt to organize an over-all or integrated pattern or framework for the activities. Children may enroll in any number of groups depending upon the number of activities available and the amount of time the child devotes to the program.

Such activities may be scheduled in a variety of ways. They may be concentrated in morning periods or in afternoon sessions. Some activities may be offered daily; others once, twice or three times a week. The summer center program may take advantage of facilities and leadership under whatever conditions they may be available. It does not necessarily require the employment of leaders on a full-time basis throughout the summer.

Summer Play Clubs

The *Summer Play Clubs* or *Summer Fun Clubs* program consists of groups organized into clubs which are based upon age or interest groupings. These groups may possess some of the usual elements of clubs in that they may elect officers and committees to help plan their program. The activities of the groups within this type of program may be restricted to special interest activities such as dramatics, photography, newspaper, crafts; or the clubs may wish to develop a broader variety of activities similar to that carried on during the rest of the program year. Hopefully, the program will take advantage of the weather and try to include as many outdoor activities as possible, depending upon available time and facilities. Here, too, there is generally no integrated organization for the groups; but it may be possible to develop a club council which can plan and sponsor inter-group activities such as outings, festival celebrations, and so on.

The play club program is flexible in the use of time, facilities and leadership. Some clubs may meet daily, some on the basis of other schedules. The organization into clubs can provide a basis for the socialization of the children and may afford club experience for those not available for center activities during the winter season.

for the Summer Season

Abe Bonder

Summer Hobby Town

A *Summer Hobby Town* or *Summer Play Town* program may consist of a variety of interest groups and club groups tied together by a simple governing structure which is patterned after the form of government in the particular city. The children elect representatives from each of their groups to form a City Council. They may also elect a mayor or a city manager and whatever other officials are required to provide a framework for the program. The functions of these officials would be to help develop intergroup activities and to assist with the over-all development of the program. The summer hobby town program provides a valuable experience in democratic self-government and community participation. Such a program also possesses considerable flexibility in the variety of activities and the time schedule.

Summer Play Schools

The general pattern of organization of a *Summer Play School* might parallel the philosophy and approach described by Mrs. Adele S. Mossler, director of the Play Schools Association:

> The philosophy for the play school, which has been developed especially for children of school age, is evolved from the field of education with its concepts of experiential learning; from group work with its emphasis on group dynamics; from recreation with its emphasis on fun, the use of outdoor and special interests; and from the mental health field with its concept of the importance of play in the emotional growth of the child.
>
> The summer play school is an organized group program carried on all day, five days a week. . . . Centers appropriate for this type of activity require both indoor and outdoor space. The framework includes intake interviews with parents, medical reviews, continuity of regular attendance, assignment of each child to the same group (according to his age and emotional development), to the same home room, and to the same leader, facilities, equipment and play materials especially designed for these age levels.
>
> Among the basic essentials are indoor and outdoor play, alternating quiet and active periods, scheduled routines of lunch, rest, showers and snacks, the selection of leaders whose qualifications meet specified standards, and the writing of individual and group records. Play schools work closely with the home through parent participation in the program, individual counselling and group discussion.

Summer Day Camps

Unlike the approaches to summer programming for children mentioned above, the *Summer Day Camp* is an organized group program conducted in a *natural outdoor setting*. In the summer day camp, which is limited mainly to daytime hours, the campers are organized into groups comparable to the living groups in the resident camp; but they return to their homes at the end of each day's program. In order to be most effective, a day camp requires considerable organization. It also requires continuity of attendance by the children, and most important, by the counselors. The general program parallels that of the resident camp with emphasis upon:

1—Cooperative planning of the daily program by campers and staff.

2—Activities related to the natural outdoors, such as nature lore, hiking, exploration, woodcraft, campcraft, and so on.

The site for such programs would of necessity be rural camp sites within a short travel distance, farms, or state, county or municipal parks which have sufficient area and natural resources to make possible a variety of outdoor activities. Centers have long recognized that such sites are most desirable for their programs. Chicago, Perth Amboy and the Irene Kaufmann Settlement of Pittsburgh use the facilities of state or county parks. In many communities such as Charleston, Detroit, Rochester, Passaic and Worcester, the centers have been successful in renting or using suitable camp sites on the outskirts of the community as a basis for enriching their day camp programs. In recent years, many Jewish community centers have purchased suitable out-of-town property for their own day camps.

In a day camp program there is considerable opportunity for the inclusion of additional program elements, such as arts and crafts, music, folk dancing, stories and others. However, no such program can legitimately be called camping unless it is based to a considerable degree upon activities related to nature, for which outdoor living is essential.

With the understanding that it is possible to conduct varied types of summer programs simultaneously for different age groups, community centers ought to reconsider the basic form, content and facilities for each program and attempt to revise the descriptive titles to make them conform more closely with the desired program approach.

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Where To Get More

A talk presented at 34th National Recreation Congress in Seattle, September, 1952.

In view of the impact of inflation upon our economy and the reduction in the purchasing power of the dollar, municipalities across the nation are experiencing difficulty in obtaining necessary funds to carry on their governmental functions. They therefore find it necessary constantly to search for additional sources of revenue. The influence of these factors, with the attendant mounting costs of operation and maintenance, also are being keenly felt in the conduct of municipal recreation programs. Recreation systems for the nation as a whole are inadequately financed. During 1951, local tax support continued to be spotty. Some cities showed stronger support than others, and within this range there were many variations. Although a majority showed budget increases, with some exceptions they were sufficient only to meet increased salaries and operational costs, and did not permit significant increases in services.

Recreation, A Governmental Function

Significant progress has been made throughout the country in creating a general climate of thinking, both in official circles and among voters, which is now recognizing—to an ever increasing extent—the importance of recreation in contemporary society and that recreation constitutes an *essential governmental function*. Nevertheless, as we view the current national scene, it is apparent that much remains to be done to impress upon officials and legislative bodies on all levels of government, as well as upon voters generally, the great contribution that recreation is in a position to make in terms of both short and long range objectives, if it is truly supported adequately financially as an essential governmental function; and it is also clear that this function may no longer be reserved for private philanthropy alone. About ninety per cent of the funds for recreation and park services now come from public funds; six per cent, from fees and charges; and about four per cent from private funds.

Available Sources May Vary

It is recognized that a number of rather novel sources of revenue for recreation exist in some municipalities of the United States, ranging from the sale of oranges from trees in the park system at Winter Haven, Florida, to the allocation of proceeds from parking meters, over and above the maintenance cost, to recreation at Mooresville and Selby, North Carolina, and Bellows Falls, Vermont; a municipal payroll tax in Toledo, Ohio; a one-half-cent retail sales tax for recreation purposes at Oceanside, California; and a number of others. However, certain taxes and sources of revenue for recreation that are available in cities in some states may not be available in cities in other states because of provisions of the state constitution, by reason of the preemption of certain areas or fields by the state, at least until such time as the state legislature may be induced to vacate such areas, or because of judicial decisions in a given state or the background of a given state or the local situation. Therefore, it may not be feasible to attempt to rely upon certain sources of revenue that may exist in other cities in the country.

How To Obtain More Revenue

Without attempting to particularize the various sources of revenue for recreation, which may or may not be available in many cities and towns, there are some considerations of more general application that may be taken into account to improve the revenue picture for recreation:

1. The assessed valuation of real and personal property in many municipalities is much too low, and therefore the property tax is not yielding the revenue that it should. For example, in the state of Washington, the assessed valuation of such property is required to be "fifty per cent of its true and fair value," but the ratio of the assessed valuation to true and fair value is only slightly over sixteen per cent and is not uniform in the various counties of the state. A comparable situation exists in many cities and counties of the United States. Assessors' offices need to be staffed adequately with qualified appointive, rather than elective, assessors who will make a scientific appraisal of property on a professional basis. The issuance of manuals, by state tax commissions, containing standards to guide assessors in the discharge of their responsibilities would be of material assistance in developing greater uniformity.

2. An effort should be made to have the federal government completely withdraw from the admissions tax field so that state and local governments may be able to look to admission taxes as a source of revenue for recreation programs. It is recognized that, by virtue of a recent act of Congress, namely, the Federal Revenue Act of 1951 (26 U.S.C.A. [1951 Pocket Supp.] Sec. 1701), swimming pools, bathing beaches, skating rinks, or other places providing facilities for physical exercise operated by a state or a political subdivision thereof, if the proceeds therefrom inure exclusively to the benefit of the state of political subdivisions, are exempt from the federal admissions tax, but federal admission taxes are still imposed in a number of areas that might better be reserved for state and local government.

THE AUTHOR *is assistant director, Bureau of Governmental Research and Services, University of Washington.*

Money For More Recreation Service

Dr. Ernest H. Campbell

3. A substantial number of cities in the United States today have concluded that all municipal utilities should be operated on a service charge basis and accordingly have sewer service charges and garbage collection charges, thereby releasing money in the general fund formerly allocated for these services for other purposes. If this were done in cities in which sewer and garbage collection charges are not being made, perhaps more funds could be allocated to recreation. Each city or town must decide for itself whether it desires to have sewer and garbage collection charges.

4. Business and occupation taxes on gross receipts of business are being utilized by municipalities to an ever increasing extent to obtain additional revenue, particularly with reference to utilities, such as light and power, gas, and telephone companies, but such taxes on utilities may be passed on to the rate payers.

5. Another source of revenue for recreation is possible through the enactment of enabling legislation providing for the creation of park and recreation districts to include unincorporated areas and the whole or any portion of any city, exclusive of metropolitan park districts, if the legislative body of the city consents thereto. A bill (S. B. No. 252) was introduced for this purpose at the 1951 regular session of the Washington State Legislature; it passed the Senate, but died in the House. The multiplication of taxing districts has been viewed with strong disfavor in many quarters because of the overlapping of taxing jurisdictions, the resulting lack of central analysis of need and priority of overall needs of a community, the need for coordination in tax structure, and the desirability of keeping the number of elections to a minimum. It therefore has been urged that the abolition of many of the special districts, and their transfer to the legislative body of the county or city, would be more compatible with sound public administration. At the present time there are thirty-four different types of special districts in the state of Washington, and something in excess of sixteen hundred special districts. In view of the restriction on ceiling on the number of mills for which taxes may be levied on real property, and since most of the mills are earmarked for certain purposes, the number of floating mills to pro-rate among the special districts is limited and the amount that can be allocated to each is frequently uncertain. In urban areas of the state, the forty mills is allocated as follows: fifteen mills to cities, ten mills to counties, twelve mills to school districts, two mills to the state, leaving only one floating mill, while in rural areas the forty mills is allocated as follows: ten mills to counties, twelve mills to school districts, two mills to the state and ten mills for road districts, leaving six floating mills. Perhaps, however, a case can be made for park and recreation districts because of the varying needs of unincorporated areas, if they were financed by special levies at periodic intervals as distinguished from participating in the pro-rating of the floating millage that is not earmarked.

6. Local Improvement District legislation should be reviewed to determine if it should be amended to provide for park and recreation improvements on the basis of special benefits to certain areas in both incorporated and unincorporated areas. For example, in the state of Washington, the L.I.D. statutes provide for special assessments to finance field houses, gymnasiums, swimming pools, or other recreational or playground facilities or structures, as well as for the improvement of particular drives, parkways, or boulevards. (Revised Code of Washington 35.43.040 and 35.43.110.)

7. Fees and charges for the use of recreational facilities should be reviewed from time to time (1) to determine whether fees should be increased because of higher maintenance and operation costs; (2) to determine whether a fee is tending to reduce or restrict, unduly, participation in an activity; (3) what recreation facilities should be free to children under a certain age; and (4) what facilities should be free to all.

8. Further federal legislation should be enacted to make adequate provision for payments in lieu of taxes by reason of the acquisition of property by the federal government within the corporate limits of cities and towns, thereby placing such property in a tax exempt status. True, some federal legislation provides for some payments in lieu of taxes, but much more adequate provision is needed therefor than exists at the present time.

9. In addition to current appropriations, in borrowing, general obligation bonds continue to be of real importance; the amount thereof, however, that can be issued is restricted by debt limits and sometimes by the necessity of securing referendum approval, and often a certain prescribed number of votes must be cast and a certain percentage of votes thereon must be favorable. Because these bonds are supported by general taxes, they command the most favorable interest rates. It is gratifying to note that there have been a number of substantial general obligation bond issues for capital improvements for recreational facilities

in American cities during the past year. To circumvent the restrictions on general obligation bonds, revenue bonds are being used to finance recreational facilities that are self-supporting, but enabling legislation usually is necessary to make revenue bonds available for recreation. Usually there is no statutory limitation on the amount of revenue bonds that can be issued. The only practical limitation is determined by economic feasibility. This type of issue commands an interest rate slightly less favorable than general obligation bonds, but considerably better than L.I.D. bonds. It is interesting to note that the first revenue bond issued by any city in the United States was issued by the city of Spokane to finance a municipal water system.

Another device that is employed to avoid the restrictions on general obligation bonds is a lease with an option to purchase, but generally the interest charges thereunder are greater than on general obligation bonds.

10. Annual excess levies also may be voted by cities and counties, but usually a certain number of votes must be cast and a certain percentage of votes thereon must be favorable in order for excess levies to be approved (RCW 84.52.052). It is suggested that the legislation of some states, including the state of Washington, regarding the number of votes that must be cast at such an election should be relaxed. For example, the word "state" could be deleted by amending Washington's forty-mill statute so that the requirement that at least forty per cent of the voters must vote at an election for excess levies who participated at the last "general election" would apply to the number of persons voting at a municipal election rather than at a "general *state* election," thereby making the approval of annual excess levies much less difficult.

11. Cumulative reserve funds may be established for park and recreation capital improvements by having a certain amount provided for in the budget each year as long as a cumulative reserve fund is desired.

In order to avoid being vulnerable for not having sound administration in utilizing public funds for recreation, possible economies that may be effected through improved, sound, long range recreation planning and full coordination of all community recreation forces are also essential. Thus in the interest of efficient and economical operation of recreation programs, consideration should be given to having schools, parks, and other agencies having recreation facilities work together, to avoid duplication of facilities and unnecessary expenditures. During the past year, closer cooperation has been evident between city and school authorities and between cities and counties.

A number of corporations have been incorporated, under the laws relating to charitable, non-profit corporations, to receive gifts, subscriptions, and bequests for recreational purposes; and, assuming such foundations do not attempt to dictate policy in a manner incompatible with the public interest, they frequently can be of material assistance to state and local governments in financing recreation programs.

Selling the Recreation Program to Public Officials and to Voters

In order to finance municipal recreation programs adequately, the financial needs in recreation must be interpreted and pointed up effectively and realistically to public officials, municipal legislative bodies, and the voters; and the funds appropriated or allocated for this purpose must be wisely administered. Citizens should be induced to cooperate with professional recreation personnel in presenting the program to the city legislative body and to the public generally. It is important to stress that not only funds for equipment and necessary capital improvements are needed, but also funds for the necessary trained personnel are essential to provide the requisite leadership for a sound and well-administered program.

The contributions that recreation is in a position to make to society, if it is adequately financed, should be emphasized in requesting funds from legislative bodies and from the voters in order to obtain the requisite funds for recreation that will meet the needs of a community; and both the legislative bodies of cities and the voters should be alerted to the fact that the expenditure made for recreation results in great savings to the community. The funds allocated to recreation are small when viewed against the contribution recreation is in a position to make in effecting great savings to society, and in enabling citizens generally to live more healthful, happy, constructive, and useful lives.

These constitute some of the major considerations in the municipal finance picture today, especially with respect to obtaining more money for more recreation service.

New Charcoal Grill



Some of Tennessee's state parks are experimenting with new charcoal fire grills which, it is expected, will save tremendously on the number of the work hours formerly required to provide wood for the outdoor fireplaces. Charcoal for use in the grills is packaged in three-pound sacks and sold to the public at reasonable prices in the parks.

An announcement about this new type grill in the October, 1952, *Parks and Recreation Newsletter* of the Tennessee Department of Conservation, Division of State Parks, aroused much comment and many requests for further information from agencies both throughout and outside the state. The grill, pictured above, was designed by Mario R. Seta, State Park Planner of the division. Of all steel construction, the top is fifteen by twelve inches and is mounted on a pedestal thirty-six inches high.

Detailed specifications for construction of the grill may be obtained by writing to the Director of the Tennessee Division of State Parks, Nashville.

Music in Recreation

Gertrude Borchard

Every recreation department operating or planning a musical activity can use the occasion of National Music Week to promote that activity. This would include dance groups, too, for Music Week programs are not limited to the art of sound alone.

Dates of the observance this year are May 3-10; the keynote is "Enrich Your Life With Music." A secondary keynote, which has been used since the inception of the synchronized observance in 1924, is "Foster American Music."

Recreation workers in so many places are now putting into practical application the enrichment of life through music, among children, young people and adults, that it would surely seem that the public should get the story—should realize that music making and profitable listening are a wholesome, appropriate and socially valuable component of a balanced, well adapted recreation program.

The ways of taking advantage of Music Week are too numerous to list, but here are a few recommended by the National Recreation Association. (The association is one of thirty-two national organizations sponsoring National Music Week and has been giving the National Music Week Committee special facilities for its work, including office space, since 1943.)

(1) Present your best musical group in a concert, radio or television program. See that there is also a talk on the need of the work and press publicity for its future plans. If program cannot be carried by your group alone, cooperate with others in a community night program.

(2) Obtain a mayor's proclamation, or join with others in doing so. The document should incorporate a reference to the advancement of music in recreation.

(3) Get one or more newspapers to run a page spread the opening Sunday of Music Week, illustrated with pictures of recreation music groups, alone or among other groups.

(4) Announce your summer musical opportunities for children. The dual purpose here might be to enlarge participation for this year and to pave the way for use of the groups in the Music Week celebration next year.

(5) See if one of the city's leading musical organizations would be willing to organize a Music Week benefit concert, with proceeds to go to recreational music activities.

Other ideas will be found in the 1953 Letter of Suggestions of the National Music Week Committee. This may be obtained by sending a three cent stamp to the committee at 315 Fourth Avenue, New York 10, New York.

Music in the recreation program today ranges, on the vocal side, all the way from untrained, group singing to the artistically acceptable glee club and mixed chorus, and on the instrumental side, from the rhythm band and the ukulele group to the symphonic orchestra and band. This adaptability to needs and conditions can be made to serve well in planning for Music Week. Thus, a harmonica band can be used as take-off point in a campaign for a fretted instrument group, or even a children's orchestra; a barber shop quartet may be used to promote a male chorus, and so on.

In communities in which a citizens' Music Week Committee is functioning, the recreation department should be included in the membership, or should aim for inclusion in the near future. Better provision for musical facilities in the department should become an objective of the committee.

Where there is no central committee, but participation has been announced by one or more prominent musical, civic, religious or youth organization, an effort might be made to have the program so arranged that attention shall be called to the place of music in recreation.

Certainly the national observance is a time to enlist in the cause the aid of radio, television and newspaper. Singing, playing and dancing by, say, a club of young adults will be a strong TV attraction in the region, regardless of technical perfection. A radio series will provide more opportunities, if less visual appeal. Newspapers can help not only with editorials and pictures, as suggested above, but also with articles on the progress of music and the plans for Music Week participation.

The United States defense forces are utilizing the Music Week observance to acquaint the country more generally with the importance placed upon music in the work and leisure of servicemen. This year the national committee is recommending that all communities near training camps, air and naval bases, provide special opportunities in music for servicemen and women. Appearances on programs, and free or nominal priced tickets to the observances, are among the suggestions. Similar opportunities should be offered servicemen who are home on leave.

In addition to its Letter of Suggestions the national committee has available a number of publications, most of which are useful for year-round work as well as for Music Week. Some of these, issued by the National Recreation Association, are: *Music Week and the Recreation Department* (reprint from this magazine, $.15); *Songs for Informal Singing*, $.15; *Roads to Music Appreciation*, $.35; *Starting and Developing a Rhythm Band*, $.35; *Stephen Foster Program*, $.20; *Bibliography for Music Leaders in Camps and Playgrounds*, $.15; *Directing an Olde Folkes Concert*, $.15. Two publications helpful in selecting compositions by Americans are: *America in American Music*, $.15, and *American Music for Music Week*, $.15.

The author, MISS GERTRUDE BORCHARD, *is assistant secretary of the National and Inter-American Music Week Committee.*

Report of Sub-Committee of National Advisory Committee on Recruitment, Training and Placement of Recreation Personnel



IN-SERVICE TRAINING

Garrett G. Eppley

IS YOUR in-service training program adequate? If every employee has reached his maximum of efficiency, and if your department and program has the fullest active support of the entire community, including the various news media, the related governmental officials, private agencies, commercial interests, the so-called taxpayers, employees of your department and what remains of the general public, you can sit back for a few minutes and feel satisfied with it.

In-service training is receiving a tremendous amount of attention on the part of industry, the military, health and welfare agencies, government and education. New techniques of in-service training are being devised almost every day. In the rapidly growing area of use of audio-visual materials, new techniques of interpretation and presentation are being discovered constantly. A large portion of these techniques are being utilized in in-service training programs.

Some of the objectives of an in-service training program are to:

1. Develop a professional attitude on the part of all employees—a feeling that they belong to an organization to which they can point with pride.
2. Improve employee relations.
3. Improve good relations with the public.
4. Develop incentives for self improvement on the part of employees.
5. Improve the personal development of the individual staff member.
6. Properly orient the recreation employee to his position.
7. Improve job skills.
8. Lower operating costs.
9. Reduce accidents.
10. Reduce turnover.
11. Prepare employees for advancement.
12. Give the employees specific help in solving the problems that are constantly confronting them.
13. Develop a familiarity with the history, scope, objectives, policies, regulations and ordinances of the department.
14. Familiarize employees with the place and importance of recreation in the community.
15. Raise the professional status of the department.

Early this year, at about the same time that the National Recreation Association established a National Advisory Committee on Recruitment, Training and Placement of Recreation Personnel, with Dr. Paul Douglass as chairman, the American Institute of Park Executives appointed a committee on In-Service Training. John J. Considine, General Superintendent of Parks and Recreation for Detroit, was appointed chairman, the writer vice-chairman. This committee held a two-day workshop in Detroit last June and prepared a preliminary brochure on in-service training which is being distributed to the membership of that organization. Representatives of these two national committees on in-service training will meet during the winter to prepare a manual on the subject. At a meeting of the Sub-Committee on In-Service Training of the National Recreation Association, held in Seattle during the National Recreation Congress, concurrence was given to the following recommendations presented by the committee of the American Institute of Park Executives:

1. That in-service training be made an integral part of all park and recreation programs.
2. That in-service training sessions, to be effective, be conducted during working hours.
3. That encouragement be given to supervisory and professional employees to further their training through short courses, night classes, institutes, and correspondence courses.
4. That employees in various classifications be given an opportunity to attend institutes, conferences, and other types of meetings of a training and educational nature.
5. That recognition, in the form of certificates or diplomas, be given for satisfactory completion of training programs.

MR. EPPLEY *is chairman of the department of recreation, Indiana University.*

6. That a library be created by each organization, to contain books, magazines, pamphlets, films, and other materials on various phases of the work, as an aid to employees.

In-service training should not be limited to a short period of intensive training, but should be a continuous process. Supervisors, in their contacts with employees, can do much to assist the employees to develop skills and grow professionally. Through personal interviews of supervisors with employees, visits by employees to other programs, and suggestive readings, the employee gains knowledge, skills and understanding.

The in-service training program should not be limited to the lower rank of employee. In the rapidly growing field of recreation the executive, and his supervisors, must be constantly on the alert for information not only in his immediate field but also in related fields. He should be familiar with the best practices and techniques of administration and supervision. The growing popularity of the regional training institute for administrators is evidenced by the hundreds of people who each year attend the Great Lakes Park Training Institute at Pokagon State Park, Angola, Indiana, the Florida Park Institute at Highland Hammock State Park, Florida, the New England Institute of Park and Recreation Administration at Springfield, Massachusetts, and the Mid-Continent Park and Recreation Institute at Minneapolis. Workshops largely for rural leaders are being held in more than twenty states. The National Recreation Association has for many years conducted effective in-service training programs throughout the entire United States.

Colleges and universities are beginning to offer a variety of courses in the form of workshops of from one-to two-weeks duration. Students may enroll in these for credit or non-credit. Some local departments are granting leaves for supervisory and administrative personnel to take advanced training at institutions of higher learning.

Administrators should have their in-service training programs evaluated periodically.

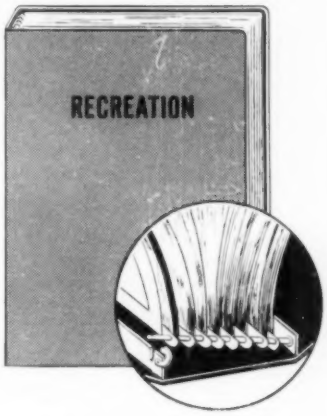
All employees need in-service training. To be specific, there is, for example, the receptionist or secretary who often serves in that capacity. Does she know how to answer the telephone properly? Does she know what to do when a request is made for information? Does she know how to receive a caller? Is her office neat and attractive? Is she dressed appropriately? The use of the army film, *Telephone Efficiency*, or the Bell Telephone film, *Telephone Techniques*, can do much to improve the public relations of our office which is the only contact many people have with our department. These films can be secured from those organizations or from the audio-visual departments of state universities.

There are many other resources available which can be utilized effectively in an in-service training program: and it is hoped that the forthcoming manual on in-service training will bring these to your attention. All recreation departments are invited to send in copies of materials, or a listing of references which can be utilized by the Sub-Committee on In-Service Training in the preparation of this manual. Address to the author of this article, Department of Recreation, Indiana University, Bloomington.

Committee Members

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Surfaces for Multiple-Use

THE SUITABILITY of existing multiple-use areas for various recreation activities was the subject of a questionnaire sent to park and recreation authorities in December, 1951, by the National Committee on Surfacing Recreation Areas. Of some 250 questionnaires returned, 175 provided ratings on concrete or bituminous areas or both. A total of 220 paved multiple-use areas were rated, of which 92 were concrete and 128 were asphalt or other bituminous surfaces.

Authorities rated their multiple-use areas according to the degree to which they had proved excellent, satisfactory, fair or poor for each of twelve recreation activities. A total of 1,413 activity-surface ratings were submitted. The replies did not afford sufficient basis for the committee to develop recommendations for surfaces for a multiple-use area. The information in this article represents an accounting to all who cooperated or are interested, and is in no sense a committee report on the subject.

Summary of Ratings

The 1,413 activity-surface ratings are summarized by surface and type of activity in the accompanying Table I. This reveals that 537 ratings were submitted for concrete multiple-use areas, or an average of six per area, as compared with 876 asphalt area ratings, or an average of seven each.

Analysis of the cases where multiple-use areas were rated "excellent" reveals that concrete far outranks asphalt in the percentage of cases receiving this rating. Concrete areas, for example, are rated "excellent" for roller skating and shuffleboard by a majority of the authorities reporting; asphalt failed to receive a comparable percentage of top ratings for any activity, although nearly half of the ratings for volley ball and basketball are "excellent."

The extent to which concrete and asphalt areas received "excellent" ratings was determined for each activity. Because different individuals have different rating standards, and since some surfaces may have been rated "satisfactory" that another individual would have rated "excellent," all "excellent" and "satisfactory" ratings have also been combined for each activity. The results appear in Table II. The combined ratings undoubtedly give a fairer picture of the opinion which park and recreation authorities hold than do the "excellent" ratings alone. The percent-

TABLE I

SUMMARY OF RATINGS BY TYPE OF SURFACE AND ACTIVITY

Activity	Concrete Areas (92)					Asphalt Areas (128)					Total Areas				Grand
	E	S	F	P	T	E	S	F	P	T	E	S	F	P	Total
Basketball	19	27	6	2	54	55	55	8	1	119	74	82	14	3	173
Handball	12	10	1	0	23	15	17	5	3	40	27	27	6	3	63
Ice Skating	7	8	1	3	19	10	5	7	13	35	17	13	8	16	54
Low Organized Games	16	14	8	5	43	29	52	11	4	96	45	66	19	9	139
Roller Skating	36	17	9	1	63	14	23	11	28	76	50	40	20	29	139
Shuffleboard	35	17	6	2	60	12	14	18	22	66	47	31	24	24	126
Social Dancing	25	24	16	3	68	15	22	30	16	83	40	46	46	19	151
Softball	0	1	0	8	9	2	14	14	20	50	2	15	14	28	59
Square Dancing	25	33	11	1	70	17	36	19	12	84	42	69	30	13	154
Tennis	31	27	6	0	64	33	37	12	6	88	64	64	18	6	152
Touch Football	0	1	0	10	11	1	4	9	23	37	1	5	9	33	48
Volley Ball	19	28	5	1	53	51	45	5	1	102	70	73	10	2	155
Totals	225	207	69	36	537	254	324	149	149	876	479	531	218	185	1413

Key: E—Excellent S—Satisfactory F—Fair P—Poor T—Total

Recreation Areas

age of "excellent" ratings in Table II indicates the degree to which the surfaces are considered exceptionally well suited to the activity; the combined ratings, the degree to which they are generally satisfactory. The apparent advantage of concrete over asphalt areas for the activities *as a whole* would be less had more authorities reporting on concrete areas submitted ratings for softball and touch football.

TABLE II

RANKING OF SURFACES, BY ACTIVITIES, ACCORDING TO PERCENTAGE RATED EXCELLENT AND SATISFACTORY

Concrete Areas

Activity	Excellent Ratings	Excellent and Satisfactory Ratings
Roller Skating	59%	85%
Shuffleboard	58	88
Handball	46	96
Tennis	46	89
Ice Skating	45	76
Basketball	39	91
Volleyball	39	89
Low Organized Games	38	74
Social Dancing	37	71
Square Dancing	37	80
Softball	0	11
Touch Football	0	9
Average	34%	71%

Asphalt Areas

Activity	Excellent Ratings	Excellent and Satisfactory Ratings
Volleyball	48%	94%
Basketball	46	93
Tennis	40	82
Handball	36	76
Low Organized Games	35	85
Ice Skating	29	40
Roller Skating	21	49
Shuffleboard	18	41
Square Dancing	18	61
Social Dancing	17	50
Touch Football	3	14
Softball	2	31
Average	26%	60%

Comments on Concrete and Asphalt Surfaces

The reasons for the various ratings and also a brief appraisal of the various surfaces from the standpoint of their suitability for a multiple-use area were reported by many authorities. In studying the questionnaire replies, it is important to remember that *many varieties* of concrete and bituminous surfaces are found in localities. The specifications used and the nature of the playing surfaces, which vary widely, especially for bituminous areas, determine to a large degree the suitability of the areas for particular types of recreation activities. The replies indicate clearly that some of the surfaces were rated as "unsatisfactory" not because of the type of material of which they were constructed, but because of difficulties in their construction or in the specifications used. A number of comments are summarized as follows.

Concrete

Several authorities expressed a general preference for concrete areas, and satisfaction in their use; for example:

Arizona: "Works best."

Florida: "Can't be beat." "No better surface has been found."

California: "The best we know." "This area has more participation of a free-play nature than any other."

North Carolina: "The best answer we have found." "The most satisfactory surface we have found."

Minnesota: "Excellent for many activities."

Texas: "Prefer it (brush finish) to all other types." "We find ours most excellent."

Among the reasons for rating concrete areas highly, were the following qualities:

Sure footing	Usable in all weather
Lines painted easily	Players like it
Accurate bounce	Easily cleaned
Long life	Little or no maintenance
Good under lights	Can use any type shoes
Drains and dries rapidly	Not injured in hot weather
Permits fast play	Can get type of finish desired

A number of authorities expressed dissatisfaction with concrete areas; in some cases merely stating that they are not favored, and in other cases listing reasons why they do not like concrete for multiple-use areas. Relatively few authorities, however, indicated a general dissatisfaction with them. Among the reasons listed as disadvantages were the following:

High initial cost	Wear on shoes and clothing
Lack of resiliency	Tendency to chip and crack
Hardness on feet	Abrasive on personal contact

Interference caused by expansion joints

Following are a number of comments on the suitability of concrete surfaces for specific activities:

Basketball—Most comments were favorable.

Handball—Practically all comments were favorable.

Ice Skating—Advantages cited were that the surface holds water in case of a thawing and it can be frozen quickly. On the other hand, caulking is a problem and one or two claim the surface retains too much heat.

Low-Organized Games—Most comments were favorable, but some believe the surface is not suitable for the play of

young children.

Roller Skating—Most comments were favorable, but it was reported too slick after being used for dancing; that lines are erased; and that expansion joints interfere.

Shuffleboard—Very favorable comments, but broom finish is stated to be too rough.

Social and Square Dancing—Most comments favorable, but some claim the surface tires feet and calf muscles in social dancing.

Softball—No favorable comments.

Tennis—Majority of comments favorable, but one claims court accumulates heat.

Touch Football—No favorable comments.

Asphalt

A few general comments on asphalt surfaces are:

New York: "Adaptable to 90 per cent of activity." "Excellent."

California: "Has been highly satisfactory." "Best and most widely-used surface." "Excellent results."

Illinois: "Has proven the best surfacing material."

Maryland: "Very desirable and successful."

Massachusetts: "Best found to date."

Factors resulting in favorable ratings were:

Easy maintenance	Courts marked readily
Low initial cost	No glare
Good ball bounce	Free from dust
Easy on feet and legs	Dries fast
Stands up well	Any shoes can be used
Hard, clean surface	Cracks filled easily
Popular among players	All-weather surface
Facilitates supervision	Good footing

There are few general adverse comments, although asphalt was often pointed out as unsuitable for specific activities. A frequent criticism was that it gets soft in hot weather and is damaged by high-heeled shoes or children's play. The major unsatisfactory factors are:

Lines wear off	Hard on shoes
Surface softens in hot weather	Marked by heels when soft
Falls result in abrasions	Hard on balls

The following are comments on the use of asphalt for specific activities:

Basketball—Very favorable. "Practically equal to indoor facilities."

Handball—Generally favorable, but some comment that ball is not alive and reacts more slowly than on concrete.

Ice Skating—Frequently rated "good" because it holds water if surface is sealed, but the ice tends to melt too rapidly—although this can be retarded by application of a sand base.

Low-Organized Games—Many favorable comments, but several report on injuries, bruises and burns, and some do not approve for small children's use.

Roller Skating—Many unfavorable comments. Slower than concrete. Friction on wheels, and skates cut the surface in summer.

Shuffleboard—Many unfavorable comments, but some say satisfactory if waxed.

Social Dancing—Hard on shoes and less favorably reported than concrete. Satisfactory if waxed.

Softball—Majority comments unfavorable; surface is hard on bats, makes game too fast, presents hazard in sliding, balls roll too far.

Square Dancing—Better than for social dancing, but many unfavorable comments due to traction and wear on shoes.

Tennis—Generally favorable and players like it, but surface blackens balls and tends to slow them, especially in hot weather.

Touch Football—Definitely unfavorable.

Volley Ball—Almost universally favorable.

Concrete versus Asphalt

A few specific comments were made with reference to the relative satisfaction on asphalt and concrete courts. A few follow:

Arizona: "Can use concrete for more things than asphalt."

Iowa: "Prefer asphalt to concrete for all uses except ice skating."

Indiana: "Concrete better than asphalt."

Washington and *Maryland:* "Asphalt more resilient than concrete."

California: "Where ground shifts, asphalt rolls or raises but does not crack like cement."

Colorado: "Concrete in this climate gives better continuous use and needs no attention."

Michigan and *New York:* "Concrete more desirable for most activities but original cost much higher."

Michigan: "Does not chip and crack as concrete does and is easier on eyes."

Wisconsin: "Concrete and asphalt too hard for multiple use."

Others commented that asphalt is as good as concrete, but requires more maintenance; that lines do not show up as well on asphalt as on concrete, and that concrete is not as good as asphalt for tennis.

The majority of the authorities submitting information did not identify the specific type of concrete or asphalt surface although it was requested that this be done. Failure to do so minimized the value of the reports and made it impossible to compare fairly the relative merits of the different types of concrete or asphalt surfaces.

The relative effectiveness of the two surfaces for various purposes is stated in a letter from California as follows:

"We believe this type of installation should be classified in two groupings: High velocity-deflection and low velocity-deflection—the former covering such activities as tennis and handball, the latter basketball and volley ball.

"In the high velocity-deflection group there is, in our opinion, no substitute for cement concrete with rotary finish and impregnated color. The specifications for this type of installation are often too loose, particularly where large area slabs are involved. The tightening of specifications, from establishing subgrade through aggregate, reinforcement, pour and finish, has been most effective.

"In the low velocity-deflection group, the use of asphaltic concrete, either hot or cold lay, has proved adequate and durable over long periods (ten years and more, using

hot lay, in our case) at low installation and maintenance cost. The formula and thickness are secondary to compaction of subgrade, a common failing being to accept virgin soil as an adequate base. Oxidation is, of course, the worst enemy of asphaltic concrete and to our knowledge no effective curative has been developed."

Summary By Regions

A summary of the ratings was made according to geographical regions in order to determine to what extent, if any, the various types of surfaces had proved satisfactory in different parts of the country. Table III summarizes the ratings according to five sections of the United States.

TABLE III

SUMMARY OF RATINGS FOR CONCRETE AND ASPHALT AREAS BY GEOGRAPHICAL REGIONS

Region	No. of Ratings for Concrete Areas					No. of Ratings for Asphalt Areas				
	E	S	F	P	T	E	S	F	P	T
Northeast	22	18	2	1	43	82	97	40	30	249
South	87	66	30	17	200	17	57	27	24	125
Midwest	53	53	17	11	134	67	84	34	32	217
Southwest	47	43	15	6	111	64	51	37	59	211
Northwest	16	25	5	1	47	24	35	11	4	74
Total	225	205	69	36	535	254	324	149	149	876

Key: E—Excellent S—Satisfactory F—Fair P—Poor T—Total

Judged by the number of replies, asphalt is much more widely used than concrete for multiple-use areas in the Northeast; somewhat more widely used in the Southwest, Midwest and Northwest. Concrete is somewhat more widely used in the South.

In each of the five regions, concrete received a higher percentage of favorable (excellent and satisfactory) ratings.

The highest percentage of favorable ratings for concrete was in the Northeast (93 per cent), where only six areas were rated; the lowest (77 per cent) was in the South. The highest percentage of favorable ratings for asphalt was in the Northwest (80 per cent); the lowest (55 per cent) in the Southwest.

In the South and Southwest, a majority of the asphalt areas were reported as unsatisfactory for roller skating, shuffleboard, social dancing and square dancing. This was not the case in the Northeast and Northwest or, except for shuffleboard and social dancing, in the Midwest.

Excellent ratings on concrete for roller skating, shuffleboard, social dancing and square dancing exceeded the sum of the other three ratings in the South. This was not true of the Midwest, Southwest and Northwest ratings.

Summary of Findings

Observations with respect to the frequency of use and the suitability of paved areas for various kinds of recreation activity as revealed by the study are as follows:

1. Asphalt is used more widely and generally than concrete for multiple-use areas, judged by the number of areas on which reports were submitted. For example, asphalt areas were rated more than twice as often as concrete for basketball and low-organized games and nearly twice as often for volley ball.

2. Of all the ratings on concrete areas, 73 per cent were "excellent" or "satisfactory." On asphalt areas, 60 per cent were "excellent" or "satisfactory."

3. At least 75 per cent of the ratings on both concrete and asphalt areas were "excellent" or "satisfactory" for basketball, handball, tennis and volley ball; on concrete areas alone, for shuffleboard, roller skating, square dancing and ice skating; on asphalt areas only, for low-organized games.

4. Judged by the percentage of combined "excellent" and "satisfactory" ratings, asphalt was rated higher for five activities, volley ball, basketball, low-organized games, touch football, softball; concrete higher for other seven.

5. Concrete areas did not receive a single "excellent" rating for softball and touch football; they did not receive a single "poor" rating for handball and tennis.

6. More than half the concrete areas received an "excellent" rating for roller skating and shuffleboard. Asphalt areas did not receive a 50 per cent "excellent" rating in the case of any activity.

7. Basketball and volley ball, the most frequently reported activities, are played extensively and satisfactorily on multiple-use areas, with a slight preference for asphalt.

8. Roller skating and shuffleboard, the most frequently reported activities on concrete areas, are carried on satisfactorily on concrete, but not on asphalt.

9. Ice skating, not too frequently reported, is generally successful on concrete. Not so on 50 per cent of the asphalt areas.

10. Paved areas are generally satisfactory for low-organized games, but asphalt more so than concrete.

11. Social dancing and square dancing, frequently reported, are more satisfactory on concrete than on asphalt. Concrete is somewhat more highly rated for square dancing than for social dancing. A majority report asphalt "satisfactory" for square dancing, but not for social dancing.

12. Tennis is generally successful on both concrete and asphalt, although more cities report asphalt "unsatisfactory" for tennis than concrete.

13. Concrete areas were seldom rated for softball and touch football and most of these received a "poor" rating. Many rated asphalt areas for these two activities and a majority of the ratings were likewise "poor," although softball is played on it with satisfaction in several cities.

An obvious conclusion from the information summarized above is that no one type of surface has proved highly satisfactory for all forms of recreation activity. A community deciding to build a multiple-use area will do well to determine the activities for which the area will be used and to select the type of surface that will be most suitable for the activities to be carried on most frequently and for the largest number of people. It may well prove desirable to construct more than one type of multiple-use area if the variety of desired activities is such as to require various types of surfaces.

How To Do It! by Frank A. Staples

A BRUSH or BROOM
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METHOD

1. Cut stick desired length. *Stick is about ½ inch diameter for brush and ¾ to 1 inch diameter for broom.*
2. Cut away the bark in shaded areas shown in Diagram A.

NOTE: FOR LONGER LENGTHS USE PROPORTIONATE MEASUREMENTS

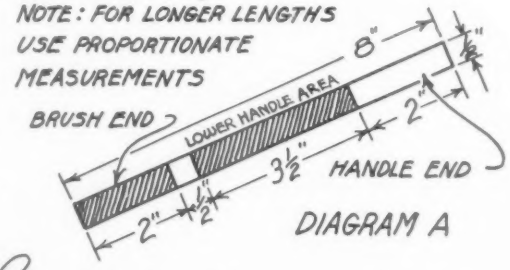
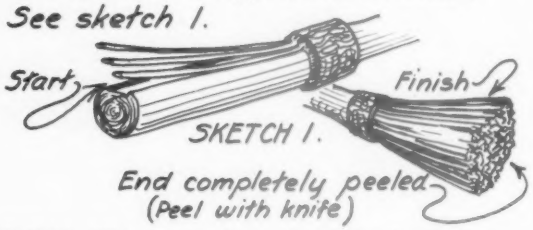


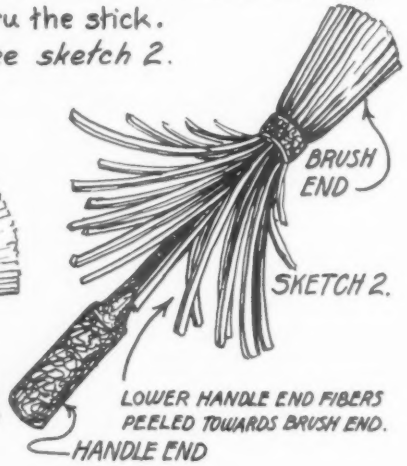
DIAGRAM A

3. At brush end peel wood fiber in small bristles back to ½" area. Peel round and round the stick until all the end is stripped into bristles. *See sketch 1.*



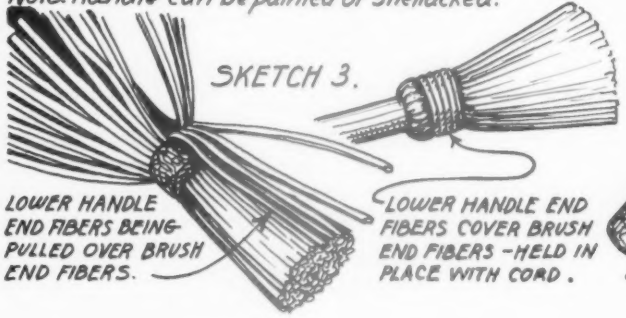
SKETCH 1.

4. Next peel lower handle area—(3½" shaded area). Peel towards brush end. Peel about half-way thru the stick. *See sketch 2.*



SKETCH 2.

5. Pull fibers peeled in lower handle area over brush end fibers and bind tightly with strong cord. *See sketch 3.*
Note: Handle can be painted or shellacked.



SKETCH 3.

People and Events

The National Recreation Association feels keenly the recent loss of two very good friends, Edwin C. May and J. Thompson Brown, and gratefully acknowledges the part that they have played in helping to build the Association to its present position of influence in America, and in their foresight in helping to provide for its future.

Edwin C. May, whose brother, Walter May, served on the board of directors for many years, made yearly contributions to the Association for forty years and left a bequest of $3,000. For two generations many other members of the May family have been contributing.

J. Thompson Brown, a director of the E. I. duPont de Nemours Company Finance Committee and a former vice-president of the company, was deeply interested in the work of the Association. He began to contribute to it in 1923 and continued to do so yearly for thirty years. Approximately twenty years ago, Mrs. Brown also became interested and began to contribute and to help raise money for the Association. She was elected as an Honorary Member. Mr. and Mrs. Brown together have been the means of helping to interest a great many people in the work of the NRA.

The Association has been most fortunate, through the years, in the generous and continuous interest and support of outstanding men, such as these, who have believed in the purposes, the spirit, and the effectiveness of the Association in the growing field of recreation.

Alexander Isabel, the superintendent of recreation for the city of Amsterdam, New York, recently died of a heart attack. He was appointed acting superintendent in 1944 and received his permanent appointment in 1947. In 1950 he received an award for "Outstanding Service to the Youth of Amsterdam"—the third award of its kind to be given in a fifteen-year period—from the fraternal Order of Eagles.

Mr. Isabel also served as athletic director for St. Mary's Institute in Amsterdam and as up-state New York scout for the Brooklyn Dodgers baseball team.

Bert and Stella Swenson, of Stockton, California, were recently honored when Swenson Park, the newly opened city public park and golf course, was named. The Swensons have been leaders in civic betterment since they came to Stockton more than thirty years ago. Through their interest and efforts, the growth of numerous youth and welfare activities has been accomplished.

● The following chairmen of the Pre-Workshop Committees for the Second National Workshop on Recreation, sponsored and financed by The Athletic Institute of Chicago, are announced: Music—Dr. Max Kaplan, University of Illinois; Arts and Crafts—Frank Staples, National Recreation Association; Sports and Games—Vern Herlund, Chicago Park District; Hobbies—John Sherlacker, West Virginia University; Drama—Sybl Baker, District of California Recreation Department; Nature Lore and Camping—Reynold Carlson, Indiana University. Dr. Gerald B. Fitzgerald, University of Minnesota, is director of the workshop and coordinator of committees and Walter Roy, Chicago Park District, is chairman of the Executive Committee.



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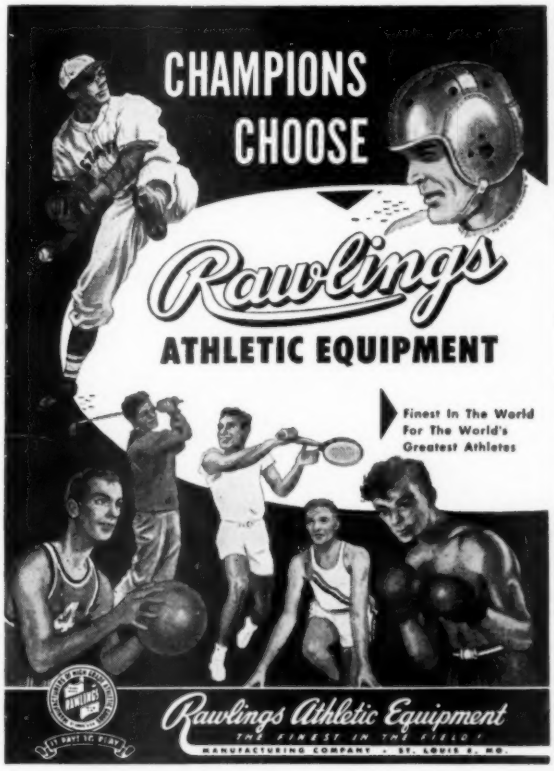
1. The people who participate in and benefit from your recreation program will welcome this addition to the refreshment service you now have. Ice cream not only makes rest periods more **enjoyable,** but provides basic food requirements which most vended products lack.

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COMMUNITY CENTER HOUSEKEEPING

The third of a series of articles on this subject.

Tips on Care of Floors

- Know the composition of the floor and use a cleaning compound which is suited to it. A cleaner which works well on a wooden floor may contain chemicals which are harmful to linoleum, terrazo, or other types of floors.
- Large amounts of water should never be left for a long period of time on any floor; and all types of surfaces should be dried as quickly and thoroughly as possible.

- Floors should always be swept or dry mopped to pick up all loose dirt and grit before wet mopping. This is time and labor saving in the long run as it makes the mopping easier and cuts down on the number of times the mop water needs to be changed.

- Use of a "tote-tray"—a flat wooden or metal box or tray with a sturdy handle over the top—to carry various special cleaning compounds, basic tools and repair materials on daily cleaning rounds will save many steps and simplify keeping up with minor repairs. Sandpaper, steel wool, and a putty knife, to be used to remove wads of chewing gum and other sticky substances and to smooth rough spots in the floor before mopping, are essential tote-tray items.

- To avoid unnecessary marring and marking of floors which have been freshly wet mopped, do not slide or replace furniture on them until they are thoroughly dry.

* * * *

A new handbook, prepared by the Charlotte, North Carolina, Park and Recreation Commission for the information and guidance of their community center staff workers, is the source of the two following excerpts on care of equipment and janitorial duties which may prove helpful to other center directors in setting up policies on these phases of community center housekeeping.

Care of Equipment

The care of equipment is the responsibility of the community center staff through enforcement of building rules and through a maintenance and care program of their own. Here are some tips on equipment care:

Instruct the janitor to periodically clean balls.

Allow only those persons who have been carefully instructed to operate the public address system.

Do not permit persons to sit on tables or on the arms of chairs.

Have arts and crafts classes repair ping pong nets, paddles, badminton nets, and so on.

Explain to each individual that he is responsible for the equipment he uses.

Explain the care of equipment to participants.

Keep the piano locked, let only qualified persons play it.

Turn in all broken and unusable equipment to the maintenance shop immediately. Turn in seasonal equipment when it is not needed.

Duties of the Community Center Janitor

Maintain the building and grounds.

Keep the building and grounds clean.

Maintain equipment and furniture.

Follow work schedules as planned by the director.

Daily Duties:

Sweep all floors (morning and afternoon); wax floors as needed.

Dust all furniture and ledges.

Wipe bleacher seats.

Empty trash cans.

Empty ash trays.

Wet mop auditorium floor.

Wet mop floors in rest rooms.

Clean lavatories, urinals, stools, and shower stalls.

Fill towel dispensers.

Replace soap in rest rooms.

Pick up all trash and paper on community center grounds.

Remove trash from reflector pools.

Sweep all walks and entrances (morning and afternoon).

Fill drink machines.

Clean water fountains.

Keep building clean through constant watchfulness.

Check all doors to see that they work properly.

Set up equipment as directed.

Weekly Duties:

Wet-wipe all furniture and bleachers.

Wet mop all floors.

Clean halls.

Rake trash from reflector pool.

Scrub rest room floors.

Notify director of supplies needed and work needed.

Work ground around shrubbery.

Repair equipment.

Sweep down cobwebs.

Check and report oil level to director.

Monthly Duties:

Wash windows.

Clean walls.

Clean bleacher mechanism.

Clean equipment shelves.

Wax office furniture.

Listening and Viewing

Folklore Audio-Visual Library

RECORDINGS—FOR LISTENING:

International Musical Eisteddfod, Westminster, WAL 209, two-record album, 33⅓ rpm, $12.40. Musical documentary, sponsored by UNESCO, of festival held in Wales in July, 1952.

One, Two, Three—and a Zing, Zing, Zing, Folkways FP 703, 10-inch LP, $4.45. Children's games and street cries, recorded on New York streets.

American Folk Songs and Ballads, Frank Warner, Elektra EKLP 3, 10-inch LP, $4.45.

English Folk Songs, Folkways FP 823, 10-inch LP, $4.45. Songs from many English counties, by Wallace House.

Voudoun Rituals, Elektra EKLP 5, 10-inch LP, $4.45. Recorded on location in Haiti by Mya Deren.

RECORDINGS—FOR DANCING:

Folk and Square Dance Educational Series, RCA Victor 45-6169—45-6184, 78 rpm, with instruction sheet, $1.16 each. The best of old dances, including *Bingo (American Play Party)* and *Tra-la-la, Ja Saa (Norwegian Singing Game)* and a useful *Virginia Reel* (First Part, Reel and March).

Songs and Dances of Switzerland, Folkways FP 809, 10-inch LP, $4.45. French, German, Swiss dances, with calls.

Folkways recordings include notes.

FILMS:

Square Dance Reunion, 11 minutes, color; sale, $90.00, rental $5.00. Quadrille to "The Texas Star," by a group of Western square dancers.

Dance Festival, 10 minutes, black and white; sale $36.00, rental $3.00. Russian dance groups filmed in London at an international dance festival. Films from D. D. Livingston, 220 Clinton Street, New York 2.

FILM STRIPS:

Sioux and Navajo, Folkways, FMS 40, 63 frames, black and white, $10.00. Documentary with text and foreword.

The Ancient Maya, Folkways, FMS 802, 54 frames, color, $10.00. Excavations, temples, artcraft, writing, with notes by G. F. Ekhohn. Film strips from Folkways Record and Service Corporation, 117 West 46th Street, New York 19.

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Recreation Bibliography. Washington 6, D.C. AAHPER, 1201–16th St., N.W., 1953.

71 pp. $1.00

A comprehensive and new bibliography. Includes books under the headings of theory, history, philosophy, organization, administration, leadership, areas, facilities, research, institutional, older people, programs, dancing, dramatics, music, hobbies, crafts, games, storytelling, sports, parties, and camping.

A complete list of publishers and their addresses appears in the appendix.



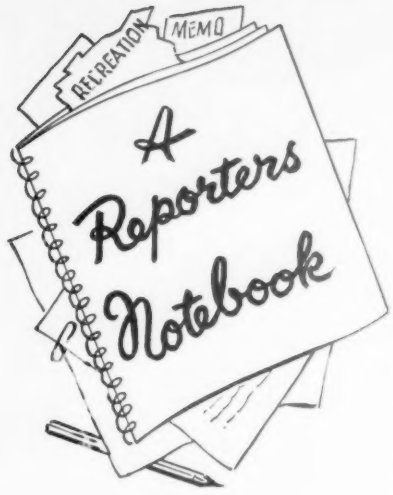
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Birthday News

• Coinciding with their forty-first anniversary (March 12), the *Girl Scouts of the United States of America* announce a new proficiency award, "My Government." Requirements for earning the badge include the study of our basic American documents; the mechanics of registration, primaries, local and national balloting; issues of the coming elections; public services and their tax support; the duties and obligations of citizens; comparison of our democratic election procedures with the practices of a Girl Scout troop government. The basic outline of the requirements was prepared by a volunteer group of League of Women Voters, in cooperation with educators and representatives of national organizations and government departments. Earning the "My Government" badge will constitute a post-graduate course in the "Community Life" field of the Girl Scout program.

• To mark the anniversary of their organization's founding, the *Camp Fire Girls* annually select a national service project for the coming year. The 1953 project will be "Down to Earth," to be announced during their forty-third "birthday" week, March 15 to 21. The more than 370,000 members of the organization will discover through "Down to Earth" explorations how the soil affects their health, wealth and happiness and how man's progress toward better living depends upon the land and what grows on it and in it.

Latest Additions

Development of their recreation programs to include new activities and serve additional groups in the community—milestones of progress—have been reported by:

Oakland, California—A cultural arts program for six-to-twelve-year olds. Music is made tangible through listening to recordings and piano compositions, using rhythmic instruments—gongs, symbals, bells, drums, and so on. The children then express how they hear and feel through finger paintings, line and free form drawings. A few notes are learned at a time and used in song and on instruments, and the youngsters are then encouraged to make their own music. Two Saturday-morning classes are conducted in the recreation center where the children may later take part in classes, especially planned for their age group, in pottery, painting and design, dramatics and modern dance.

• A "30 to 40 Club" for young adults. A social recreation program, including dancing, card playing and parties, planned by the group itself, is being sponsored by the recreation department. A glass-enclosed clubroom in the Lake Merritt boathouse, equipped with piano, phonograph, public address system and a kitchen, is available from seven o'clock to midnight on the first Friday and third Saturday of each month. There are no officers and no dues, but a small fee is charged for refreshments.

San Angelo, Texas—A Toastmaster Club. A group—kept small deliberately—of young folks meets once a week for instruction and training in the intricacies of being masters of ceremonies. Their services are used in many departmental programs.

Willamalane Park Recreation District, Oregon—A family-nite program. Band concerts, community sings and square dance exhibitions in the park are planned for grown-ups, and special events, games and races are included for the children.

Grand Rapids, Michigan—A Junior Kennel Club. Over thirty youngsters, under sixteen years of age, meet on the first Saturday of each month and are taught, by two advisors, the training, grooming and care of their dogs.

Kansas City, Missouri—A Downtown Recreation Center. Classes in weaving, ceramics, leather crafts, wood carving, many types of painting and crafts for leaders of children's groups, under the supervision of the arts and crafts supervisor of the recreation division, are open to clerks and office workers. The center is open five days a week and many a lunch hour is spent there. Golden-Age, young adult and music groups also make use of the center.

Concord, North Carolina—Annual recognition and award night. A banquet and program are sponsored by the commission, during which honor awards (to local organizations and laymen), special and professional awards are conferred upon those who have cooperated in the cause of recreation.

Drama "Festival"

The first three months of the year are busy ones for the amateur drama groups in the thirteen regions into which Canada is divided for the purposes of their Dominion Drama Festival.* They compete in the final regional drama festivals, the last of which will be held this year in Newfoundland from March 26 to 28. From May 4 to 9, the best productions chosen from each region will be presented in the final annual festival at Victoria.

The adjudicator for the 1952 finals is Mr. John Allen, actor-author-producer, Chairman of the International Theatre Institute Conference on Youth and the Theatre, UNESCO, presently on leave from the British Broadcasting Company. Executives of the Dominion Drama Festival feel that Mr. Allen's advice and help will be most valuable, in connection with the increasing number of children's theatre companies which are now producing in Canada, inasmuch as he was for several years the administrator-producer for a children's theatre presenting twelve productions and two hundred and fifty performances yearly.

Mr. Richard MacDonald, the Festival's executive secretary-treasurer, reported in the January issue of *Dominion Drama Festival News Letter*, that his recently completed tour of Canada had discovered plans for many new drama leagues, better attendance and organization of meetings of existing groups, more serious thought being given to the selection of plays. He also reported an increased interest in the theatre, particularly on the part of business men as to the place drama should hold in national and community growth. He suggested that the latter development may have resulted from the generous cooperation with the Festival of Calvert Distillers, Limited, whose provision of an annual contribution of $15,000 towards the operation of the Festival was announced in detail in July, 1952. A Calvert regional trophy and cash award of $100 will be given to the winning group in each of the thirteen regional festivals, and a trophy and $1,000 in cash will be awarded to the group presenting the best full-length play at the final festival. The company's representatives have been most cooperative and helpful to the individual drama leagues throughout Canada.

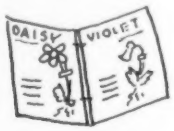
* See "Canadian Drama Festival" in the November, 1951, issue of RECREATION.

Nature Lore





Children's natural curiosity and interest in the everyday things they see around them—growing plants, pebbles and shells, birds and stars—serve as the starting point for nature lore activities. Finding plants and pebbles to use in preparing a dish garden scene, collecting, mounting and cataloguing the various flowers found in the locality, watching for, identifying, and keeping a record of the birds in the neighborhood, or learning to identify the constellations of stars seen on a clear night are but a few of the many nature lore activities around which special interest groups can be formed.



Dish Gardening—Materials for this activity are few and they are easily found in most areas. A shallow bowl, pan or dish to contain the garden, pebbles, stones or shells, mosses, small plants or seeds, and a mixture of sand, soil and humus are the basic requirements. Except for the container, most of these things may be found in garden or woods—or, as a last resort, purchased at any florist shop. Tiny figures or toys are often used to add interest and color to the dish garden.



Flower Collections—This is an activity which works especially well for a girls' club or group which can take field trips to collect their specimens and bring them to a central place where facilities are available for the identifying, pressing, and mounting of them. In collecting the specimens, either the complete plant or a selective picking of a typical leaf, bud and full blossom can be used. Flowers should be pressed in an arrangement to show as nearly as possible, the natural growing position. Flowers can be pressed, in a very simple but adequate way, by placing them between the pages of a telephone book. When they are thoroughly pressed and dried, they should be mounted, with strips of clear tape, on heavy paper and put into a loose leaf notebook or portfolio.



Bird Spotting—This is another activity which is fun for a club group, boys or girls; however, the group should be a small one. Early morning is a good time to spot birds—and if possible the spotters should have opera glasses, note books and a bird book to see, identify, and record the information on the kind of bird, where is was seen, and so forth.



Star Gazing—Knowing and being able to identify the various star formations can be an interesting and educational hobby for junior groups. As the star gazers learn to pick out the constellations, they should also learn the stories behind the names of the stars.

(Fold Back)

Recipes for Fun

Between Season Activities





There are activities which may be used to supplement the late winter and early spring program. The required facilities and equipment are so simple that it is possible to use most of them indoors or outdoors as the weather dictates. Some of them are the kind of projects which can be used as "fillers" or "quickies" to supplement standard early spring activities such as kite flying, marble contests, and rope jumping, or to replace unexpectedly cancelled scheduled events. Most of them do not require a lot of previous preparation.

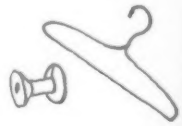
Hunts and Hikes



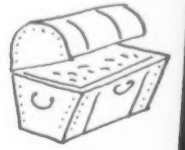
Hobo Hike—With the first balmy days of early spring, the urge to get out-of-doors, to "hit the trail," is almost universal. Youngsters, especially, like to take their lunches and with their companions, go adventuring. For a hobo hike the participants wear old clothes and each one carries his own lunch, brought from home, wrapped in a bright kerchief and tied to the end of a stout stick. Sandwiches which can be toasted over an open fire, prepared coca mix which requires merely the addition of hot water, and fruit make a simple but adequate menu. Games, songs and story telling along the route and around the camp fire are used to carry out the hobo theme.



Scavenger Hunt—A scavenger hunt may be a fun-full activity for the participants and a profitable one for the center. The children are divided into teams; each team captain is given a list of items to be procured, and the first team returning to the starting point with all of their items wins. Some of the things which are not too hard to find and which can be used in craft programs or other activities later on are: coat hangers, clothes pins and spools (for sand box figures), corks (for floating toys), cardboard or tin boxes (to store small games pieces in), and so on.

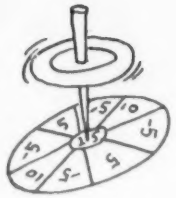


Treasure Hunt—Treasure hunts have always intrigued the imagination of children. It does require a bit more planning than the scavenger hunt, however, as clues must be made and placed in advance, with each clue subtly giving the location of the following one leading to the treasure. For an indoor activity, a magazine treasure hunt is novel. In this, participants try to find answers to the clues, which are in the form of riddles, in magazines. The picture answers are cut out and the first team to complete their set wins.



(Cut Along This Line)

Games to Play



Spinner—Spinner can be played indoors or out of doors on a small, level surface. The spinner is made of a round piece of cardboard with a sucker stick or meat skewer through the center, or regular tops may be used. The circular scoring area for indoor use may be drawn on the floor or table with chalk, or painted on oilcloth, linoleum, or wrapping paper. For outdoor play, soft chalk will adequately mark a temporary scoring area on cement or other smooth, hard material. The circle is divided into eight pie-shaped sections with a small bull's-eye in the center. Numbers are marked in each section and they are, in rotation around the circle: 5, -5, 10, -5, 5, -5, 10, -5, and 25 in the center. To play the game, each boy in turn starts his spinner whirling in a -5 section, trying to make it spin into and stop in a high count section. The one who makes the highest total score in ten turns wins. The difficulty of the game can be increased by making the minus sections larger or having more of them.





Marble Rolling—Ten marbles and a small stretch of level ground are required for this game. Ten small holes are dug—bowling pin formation—and a base line is marked a short distance away. Each player takes the ten marbles and rolls them, one at a time, from the base line toward the holes. Each marble which lands, and stops, in a hole counts one point. If a player gets eight marbles in holes he gets a bonus of three extra points; for nine marbles he gets five extra points; and for all ten he gets ten extra points or a total score of twenty.



Carton Catch—This game or contest is more active and therefore requires more space for players to move around in. Two players—partners—stand facing each other, six feet apart, each holding a small cardboard open-top carton (ice cream or cottage cheese containers are good) or large paper drinking cup in each hand. One player has a pingpong ball in each of his cartons and he starts the play by tossing the ball from his right hand carton to his partner who must catch it in his right hand carton. Then the left one is tossed and caught in partner's left carton. If both catches have been successful, each of the two players steps one pace backward to increase the distance between them, and the first catcher this time does the tossing. They continue the procedure, moving further apart after each set of successful catches. The team is "out" when a catch is missed; and another pair of players take over to try to beat first couple's distance and number of fair catches.



(Fold Along This Line)

Things to Make

Corkers—Floating toys can be easily made from bottle corks and used indoors in a pan of water and outdoors in a pool, stream or puddle. Figures are cut from construction paper or thin cardboard and colored with wax crayons or painted and dipped in melted parafin to waterproof them. A slit is made in the cork into which the figure is inserted. Swans to float on a lily pond, miniature sail boats for races, or fish for a game are but a few of the many possibilities.



For the swan, use a large, fat cork for the body and cut the wings and head of paper and insert them in slits cut along one side of the cork. Cut off a small piece of the under side of the cork to keep the swan from tipping as it floats.

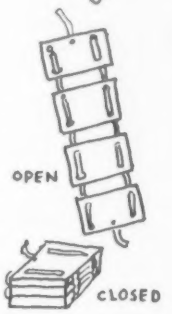


Use half a cork for each boat and insert a match stick with a paper sail pasted to it. These tiny boats can be a project and game for small boys by having each one make his own boat and race (by blowing) it against those made by the others.



To make a fishing game use a whole cork with the paper fish inserted in a slit made along one side. Cut a good size hole for the mouth of the fish so that it may be caught with the hook. The fishing pole is a stick to which a string with a piece of bent wire, part of a paper clip, or an open safety pin is attached.

Postcard Portfolio—Making a postcard or pocket-size portfolio of interesting places, events, or things is a project which can develop into an interesting collecting hobby. If picture postcards are used, two of them are pasted back to back. When they are thoroughly dry, a hole is punched in each corner and they are strung together as shown with string, yarn or narrow ribbon. A series of pictures or articles clipped from magazines or newspapers, or labels, stamps or matchbook covers may be mounted on index cards or pieces of cardboard and joined in the same manner.



Pencil Puppets—These quickly assembled little puppets are made with a head and body cut from paper, legs and arms of ribbon, and hands and feet of heavy paper or cardboard. The whole figure is attached with a thumb tack to the eraser end of a pencil. Tiny tots love to act out Mother Goose rhymes and stories with them. They also make interesting and personalized party or banquet favors for teen-agers if photographs or caricatures of the guests are used for the figures.



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On the Campus

Betty W. Jacob

Town and Gown Cooperation

Students in the Community Recreation course at *Elmira College* (New York) have obtained, for several years, valuable experience in leadership, through field work provided by the department of recreation in Elmira. They serve as assistants from six to nine o'clock, Monday through Thursday evenings, in the city school buildings, where recreation is provided for children, five years old and over. Other students, under Student Fellowship, serve as volunteer teachers at the neighborhood settlement house.

Milestone—and Analysis

The granting, by the *University of Minnesota*, of the 200th degree in recreation in December, 1952, prompted Dr. Fitzgerald, Director of Recreation Training, Department of Physical Education and Athletics, to send us a bit of statistical analysis:

Bachelor's degree (instituted 1938, first awarded 1940)	161
Master's degree (instituted 1946, first awarded 1947)	36
Master's degree in hospital recreation (instituted 1950, first awarded 1951)	3
(93 to men—107 to women)	200
Present registration:	
Undergraduates	90
Graduates—general recreation	12
Graduates—hospital recreation	8
(53% women—47% men)	110

Folk Activities on a Campus

Folklore enthusiasts on the campus of *Springfield College* have been presented with an opportunity to share ideas on, and participate in, folk dances, music and games, through the good offices of the Circle and Square Committee. This student-led group, sponsored by the Recreation and Youth Leadership Division, formerly limited its program to providing square dances for the campus community. Recently, however, they have widened the scope of their activities to include folk recreation. The result is a weekly workshop—a "laboratory"—in which leadership techniques may be practiced and repertories enlarged. The group plans to continue operation of campus dances, present a folk festival and to cooperate with various ethnic groups in local activities. Membership invitations have been extended to the entire campus, and members of the physical education staff of the Springfield public schools have also been invited to take part in and use the workshop as a resource for their in-service training program.

West Coast News

Two three-unit, Saturday morning courses, are being offered this spring at the new campus of *San Francisco State College*—Group Work Leadership in Recreation and Camping and Outdoor Education Programs, with Dr. Hedley S. Dimock as consultant.

Student Aid

Have you seen *Your Opportunity?* It is the new edition of an annual catalogue of grants, fellowships, scholarships, awards, prizes, loan funds, competitions—thousands of financial opportunities available in colleges and universities, through foundations, business and educational institutions. Edited and for sale by Theodore S. Jones, 73 Adams Street, Milton 87, Massachusetts. Paper-bound, $3.95. (See also *Student Aid—P162*, National Recreation Association, described on page 447 of January RECREATION.)

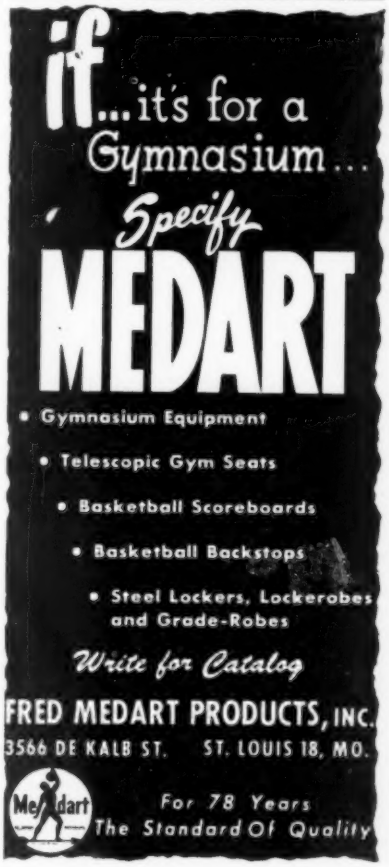
Lost—One Correspondent!

We heard that Miss Ila Schoonover, recreation student at *Utah State Agricultural College*, might be our On the Campus "correspondent." However, no news yet! In 1951-52 a cleverly illustrated little *Handbook* of welcome and activities was issued by the U.S.A.C. Women's Athletic Association to incoming students. Was there a 1952-53 edition?





The National Society for Crippled Children & Adults, Inc.
11 S. LaSalle, St., Chicago 3, Ill.



Recreation MARKET NEWS



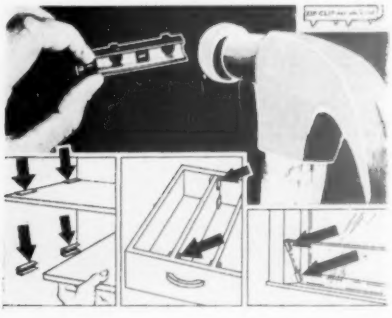
Line Marker

Ryan Manufacturing Company, known to the recreation industry for many years as makers of fine line marking equipment, has recently announced their new line of four wheel visual line markers.

The "New Olympic" is made of galvanized steel hopper construction with four aluminum alloy wheels for lighter weight and ease in handling. The total weight of the marker is only 42 pounds and it has a capacity of 100 pounds of any line marking substance including talc, gypsum, marble dust, lime, chalk, and so on. For information write directly to Ryan Manufacturing Company "R", 3463 Motor Avenue, Los Angeles 34, California.

Zip Clip

Zip Clip is a drive-in metal clip which enables anyone to put up shelves, partitions, and so on, in a jiffy with no other tool than a hammer. It is driven in like a nail, and forms a rigid slotted support without the use of nails or screws.



Made of 22 gauge heat-treated hardened steel, Zip Clips are in the form of channel pieces, 1¾ inches in length, 5/16 inch deep and 5/16 inch wide. Extending from the back are four sharp prongs which, when the unit is pounded in, provide a support for shelves or partitions. The channels are designed to take up to quarter-inch plywood, regular wood, masonite, glass, cardboard, sheet metal, and so on; however, shelves of material too thick to fit into the channels may be supported by resting it on top of the clips. To install a shelf, all that is necessary is to pound a few Zip Clips into the vertical sides where the shelves are to extend across, slip the shelving into or on top of the channels and the shelf is up. They can also be used as supports for drawer dividers, bin dividers and pigeon holes in stock rooms, tool and supply compartments for hobby shops, and so forth.

Zip Clips are sold in stores, six for $.25, or available postpaid, twenty-four for $1.00, from the manufacturer, Asa D. Scott Industries, Incorporated, 5447 Wayne Avenue, Chicago 40, Illinois.

Fleckel Glaze

Fleckel, a new glaze with tiny specks of color in it, has just been announced by the Pemco Corporation. It is a clear gloss glaze with a choice of pink, blue, blue-green, brown or black specks which come out in firing as tiny, individual flecks of color; or when fired slightly higher, the specks in the glaze will flow or "feather." This means that two effects are possible with each color.

Fleckel provides a multitude of decorative possibilities for craft potters. The colors can be combined for spatterdash patterns or both the clear specks and the feathery effects can be used on a single piece by an extra firing. It can be used over a white or colored body or it can be applied over underglaze colors. It can be combined with other glazes as an artistic border, band or medallion and used on figurines as a quick and easy method of providing patterned areas for dresses, hats, and so on. This new glaze is supplied in liquid form, packed in four-ounce jars which cost $.85 each. It is made up in two series; one for clay bodies that mature at cone 010 and one for those that are regularly fired to cone 06. Distribution will be through regular Pemco dealers. For further information write to the Pemco Corporation, Pottery Arts Division, 5601 Eastern Avenue, Baltimore 24, Maryland.

Tru-Swing Batting Instructor

Several recreation departments have been using, with success, the Tru-Swing baseball batting instructor or tee, a device which simplifies the teaching of batting fundamentals and speeds up the game for eight-to-ten-year-olds. In ordinary baseball, with this age group, much of the playing time is wasted in waiting for a young pitcher to get a ball into the strike zone. Tru-Swing eliminates this wasted time and, as a result, youngsters get more fun out of the game. Use of this batting tee also teaches the batters to hit properly, keeping their eyes on the ball and hitting only good pitches by keeping a level swing.

The base of the Tru-Swing is a regulation home plate, made of rubber and weighing 14 pounds, with ten holes in which one of the flexible uprights may be inserted to simulate any given pitch. There are four uprights of different lengths with each tee and these, with the various positions of the holes in the base, permit the ball to be placed as an inside, outside, or right-down-the-alley pitch at four different heights between knee and shoulder. The ball used is a regulation hardball; and it is placed on the top of the selected upright.

In the picture, one of the tees is



shown in use during a game at Warren, Ohio.

Detailed information about the Tru-Swing batting instructor may be obtained by writing to Tru-Swing, Post Office Box 623, Warren, Ohio.

Books Received

ANIMALS UNDER YOUR FEET! Ivah Green. Grosset and Dunlap, New York 10. Pp. 129. $2.75.

APPOINTED EXECUTIVE LOCAL GOVERNMENT, John C. Bollens. The Haynes Foundation, 2324 South Figueroa Street, Los Angeles 7. Pp. 250. Paper, $3.00; cloth, $3.75.

CORPORATION GIVING, F. Emerson Andrews. Russell Sage Foundation, New York 22. Pp. 361. $4.50.

CULTIVATION OF COMMUNITY LEADERS, THE, William W. Biddle. Harper and Brothers, New York 16. Pp. 203. $3.00.

ESSENTIALS IN INTERVIEWING, Anne F. Fenlason. Harper and Brothers, New York 16. Pp. 352. $4.00.

JOY OF DANCING, THE, Charlotte Hess. Dance Books, 811 Carnegie Hall, New York. Pp. 107. $5.00.

METROPOLITAN LOS ANGELES: ONE COMMUNITY, Mel Scott. The Haynes Foundation, Los Angeles 7. Pp. 208. $5.00.

METROPOLITAN LOS ANGELES: ITS GOVERNMENTS, Helen L. Jones and Robert F. Wilcox. The Haynes Foundation, Los Angeles 7. Pp. 232. $5.00.

RECREATION LEADERSHIP, H. Dan Corbin. Prentice Hall, Inc., New York 11. Pp. 465. $6.65.

Pamphlets

ANNUAL REPORT FOR 1951-52. The Fund for the Advancement of Education, 575 Madison Avenue, New York 22. Pp. 45.

FERNS OF HAWAII NATIONAL PARK, Douglass H. Hubbard. Naturalist Division, Hawaii National Park, Hawaii. Pp. 40. $.50.

FIRST BOOK OF CHESS, I. A. Horowitz and Fred Reinfeld. Barnes and Noble, Inc., New York 3. Pp. 126. $1.25.

MAMMALS OF YOSEMITE, Harry C. Parker. Yosemite Natural History Association, Inc., Box 545, Yosemite National Park, California. Pp. 105. $.50 plus $.10 mailing charge.

NO WORK TODAY! Varden Fuller. Public Affairs Committee, Inc., 22 East 38th Street, New York 16. Pp. 28. $.25.

Magazines

BEACH AND POOL, *December 1952*
- How to Finance Your Pool.
- Pool Depths.
- Keep Your Swimming Pool Clean, Spencer Turbine Company.
- Wading Pools.
- Three Prize Winning Pool Projects.

January 1953
- One City's Beach Development Program (Escanaba, Michigan).
- Get 'Em Young and Keep 'Em Swimming, Howard Ploessel.
- Pool Maintenance — Your Safety Program.
- Design Portfolio V. Size of Pool.
- Three Prize Winning Pool Projects.

CAMPING MAGAZINE, *February 1953*
- Coeducational Program in Brother-Sister Camps, Hedley G. Dimock.
- Use a Camper Interest Inventory, Richard E. Stultz.
- Interesting Nature Activities With a Real Purpose, V. E. Vivian.

CREATIVE CAREERS IN THE YWCA

Require Bachelor's degree and experience, such as RECREATION—GROUP-WORK—TEACHING.

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History and application of artificial respiration

ADVENTURES in ARTIFICIAL RESPIRATION

by PETER V. KARPOVICH, M.P.E., M.D.

For the first time, here is the *complete* story of artificial respiration, from the crude, often cruel methods of prehistoric man to the most modern scientific and humane techniques.

Revival from drowning, smothering, asphyxiation, electrical shock and other causes of apparent death are covered. The author tells how to apply the Nielsen method of manual artificial respiration in every situation, with special reference to injuries and the victim's location. Original tables make this vital information clear at a glance. Dr. Karpovich provides 22 tables in all, plus 127 illustrations, many of them from contemporary prints.

For all aquatic leaders, camp leaders, and everyone concerned with life and safety, this book should be required reading! *$7.50*

★ ★ ★

New ideas to enliven every kind of occasion



The HANDBOOK of SKITS and STUNTS

by HELEN and LARRY EISENBERG

Recreation leaders in every field—adult and child, indoor and outdoor, school, camp, church, or what have you—will find a wealth of ideas in this big, new stunt book. Over 400 new and favorite skits and stunts are included. Just a glance at the book's lively table of contents indicates its wide range of interest:

1. Introduction (including: How to Do a Stunt Night, and How to Start a Drama Club). 2. How to Make Up Your Own Skits and Stunts. 3. Stunts for One Individual ("The Life of the Party"). 4. Quickies and Longies (little rehearsal needed). 5. Stunts and Dramatic Games. 6. Longer Stunts (requiring script and rehearsal). 7. Stunts Using a Narrator. 8. Physical Feats and Stunts (Can You Do This?) 9. Skits from Foreign Lands. *$2.95*

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new Publications

Covering the
Leisure-time Field

Masters Theses in Health, Physical Education and Recreation

Thomas K. Cureton. American Association for Health, Physical Education and Recreation, Washington, D.C. Pp. 292. $3.00.

The purpose of this book is to serve as a convenient index for writers and research workers in education, recreation and related fields. It lists and classifies 3,878 masters theses and is complete through the year 1946. The list includes some theses completed in other academic departments on a topic in physical education, health or recreation which was sponsored or advised by a member of the physical education staff.

The topics are classified in the same manner as was the index of doctorate theses prepared by Dr. Cureton and published in the *Research Quarterly* for March, 1949. Theses are classified according to topics, the principal emphasis in research method, and the institution in which they were submitted.

The summary of the fields covered indicated 2,265 theses under the general heading, "Health, Physical Education and Recreation," as compared with only four in the field of recreation. The individual theses are classified by number under a variety of topics such as "Recreational Time," "Playground Facilities," "Recreational Facilities," "Organization of Playground Programs," "Interest Preferences," and so on. Although a majority of the topics listed are not directly related to recreation, the volume indicates the nature and extent of the masters theses that have been prepared in recreation and related fields.

Art School—Self-Taught

Matlack Price and A. Thornton Bishop. Greenberg: Publisher, New York 22. Pp. 439. $10.00.

An unusual book, written for the many people, young and old, who either wish to train themselves for an art career or to make some field of art their hobby. Major art courses, as taught in leading schools, are covered amazingly well. *Fine Arts* subjects include History of Art, Art Appreciation, Drawing, Color, Painting, Methods and Materials, Illustration, Techniques; while the *Design Arts* section of the book covers Design in General, Advertising, Art, Lettering, Typography, Photography, Packaging, Industrial Design, Decorative Painting, Interior Design, Fashion, Planning Your Art Career. No other book like this has been published for art students. It could also be very valuable to teachers, and to leaders of art and crafts groups. Matlack Price has spent eighteen years teaching at Pratt Institute and the Rhode Island School of Design; while A. Thornton Bishop has been both a practicing art director of an advertising agency and a teacher at the Grand Central School of Art for a number of years. Both authors have published other art books.

Community Uses of Public School Facilities

Harold H. Punke. King's Crown Press, Columbia University, New York. Pp. 243. $3.75.

Recent decades have seen a marked extension in the use of public school facilities by community groups. Mr. Punke has rendered a valuable service by his analysis of judicial opinions regarding community uses of school facilities. His book represents a study of 238 cases on the subject which have come before the nation's higher state and federal courts.

Cases have been grouped for analysis under several headings, such as "Uses for Which School Authorities May Acquire Facilities," "Religious and Parochial Uses," "Cultural and Entertainment Uses," and others.

In summarizing the uses for which school authorities may acquire facilities, Mr. Punke states, "Land for playgrounds and athletic fields may be acquired by school boards, under their general authority to maintain schools, although there may be dispute regarding the amount of land which may be acquired for the purpose." Many cases cited relate to such questions as the location of a playground, the purchase of bleachers for a high school athletic field, or the provision of a stadium.

The use of school facilities for commercial profit-making purposes constitutes a type of community use on which courts are divided. Wide variation is also noted in the decisions relating to the cultural and entertainment uses of school facilities. "This range and deviation are particularly significant in revealing judicial attitudes on general community uses of school facilities."

Of special interest to recreation workers is the chapter entitled "Tort Liability of School Districts in Connection with Community Uses of School Facilities." The materials in this chapter show that, for the United States as a whole, there has been a gradual shift from governmental immunity in tort. Non-school cases seem to reflect this shift more clearly than school cases. To some extent this shift has taken place through judicial reasoning. In the opinion of the author, "In several respects a change in legal framework to provide generally for tort liability of school districts for injuries resulting from employee negligence might be important in extending community uses of school facilities. An important type of community use of such facilities relates to playground and recreational activity." Suggestions are offered as to safeguards which might minimize injuries to persons using school property. One of the conclusions reached is that ordinarily where school districts are liable in tort for injuries sustained by pupils they are also liable to adults injured when legitimately on the premises for some authorized community use.

The concluding chapter presents opinions with reference to the social implications growing out of the community use of school facilities. The importance of their use by the community is felt to be especially great in

rural areas.

The wide-spread authorization for the use of school property for a recreation program under the auspices of a public recreation department and the general approval of such use by the public are implied by the fact that no case was cited in the volume relating to such use of schools for a community recreation program.—*George D. Butler,* Research Department, National Recreation Association.

Kites

H. Waller Fowler, Jr. A. S. Barnes and Company, New York 16. Pp. 95. $1.75.

Subtitled a "practical guide to kite making and flying," this latest addition to the Barnes Sports Library is the kind of easy-to-understand resource material all recreation departments should have. Professional and volunteer leaders working with older elementary-school-age children will find a wealth of information in this volume to help them conduct kite activities.

Mr. Waller is obviously a man who enjoys his kite flying. He wants others to have fun also. Most of the book is concerned with how-to-do-it explanations, but the introductory pages give enough of the history of kite flying to add some real zest to making and flying even a basic three-sticker. With a little imagination a ten-year old might consider himself Ben Franklin bringing electricity out of the sky. Or he might be hoisting a fellow soldier a hundred feet off the ground to see what was going on behind enemy lines —a use to which Mr. Waller tells us kites were once put.

For the small-fry interested in airplanes, kite making and kite flying can make him conversant with the lingo of pilots. Mr. Waller starts his brief chapter on theories of kite flying with the statement that "both airplane and kite stay aloft because of the movement of air against or across or around a nearly plane surface. The kite is really an anchored airplane. . . ."

Even the recreation leader who is all thumbs will find the chapters on kite construction simple to follow. And if the interest in kites progresses as it should, by the end of April—the close of the kite season—the kite maker may be going in for the box kites, tetrahedral, combination and novelty kites described by Mr. Waller.

A valuable final chapter in the book has special interest for recreation leaders. Common classifications are given for kite contests; and simple directions for organizing and administering kite contests are spelled out. Since kite flying requires the kind of open space that is found only in public parks and recreation areas in most cities, kite flying really should come under the special interest and promotion of the municipal recreation and park agency.

There are a number of other things which could be said about this book, but time doesn't permit—we're on our way to buy some kite making materials.—*David J. DuBois,* Research Department, National Recreation Association.

Photography Afield

Ormal I. Sprungman. The Stackpole Company, Harrisburg, Pennsylvania. Pp. 449. $7.50.

In the preface to this beautiful book Mr. Sprungman, camera editor of *Sports Afield* since 1934, says: "Photography is a great and wonderful hobby. As a companion to hunting and fishing and outdoor life. . . . it can capture momentarily, and without bloodshed, the little creatures that race over the land, live in trees, swim the lakes and trace their patterns across the sky." His chapters, in which he proves this assertion, convey the zest and thrill of such an activity. In addition, they present detailed information on the hows and whys of the planning and the taking of a good photograph; and they range from a discussion of the sportsman's camera to movie taking and presentation. They also include such intriguing topics as "Unexpected Camera Thrills," "Composing the Scene," "Camera Gunning," "Bird Photography," "Filming Big Game," "Filming at Night," "Camera Pot Shots," "Color Work," "Darkrooms Afield," "Travelogs," "Close-up Story Telling," "Movie Tricks," and many others. In fact the author seems to have covered every aspect of the subject; and he has liberally illustrated the publication with his own stunning photographs, some of which are in color. We suggest that all camera fans, or would-be fans, make their way to the nearest bookshop and look this over for themselves.

Mr. Sprungman's stills have appeared in many magazines of national circulation, including *Life;* and he served in the navy as photographic officer. His photograph of a groundhog was used as the cover picture for the last issue of RECREATION—February 1953.

One-Pot Cookery

Eidola Jean Bourgaize. Association Press, New York. Pp. 126. $2.50.

It will not be long before campfires are once more aglow, and the aroma of good things to eat will lure campers down the trail of outdoor cookery—from the mountains of Maine to the coast of California. This book on the subject, therefore, is an appetizing foretaste of things to come. It goes into detail, first of all, about the building of good cooking fires and how to divide the cook-out jobs, and thereafter presents a collection of delicious and well-tried recipes gathered from all corners of the country. These are not of fancy dishes, but of the simply prepared, inexpensive, tasty fare which goes so well with a campfire especially when well-spiced with hunger and with laughter. *Just published!*

Summer Magic

Kenneth B. and Susan H. Webb. Association Press, New York. Pp.

Anyone interested in camping, from whatever viewpoint, will find this excellent pre-season reading as well as useful for reference later. It deals with the values obtained from and offered by the well-planned camp program—and with the building up of those precious and enduring memories of the campfire or of other enchanted moments.

Parents like to weigh the benefits of a summer camp very carefully, before sending their offspring out of reach of their own supervision. This book will not only help them to do this, but will give them ideas as to how to discriminate among good camps when looking for particular values.

It can be especially helpful to counselors, too, in reaching an understanding of their own responsibilities and in using resourcefulness in the planning of their programs.

The experiences of two camp directors are given in running narrative form—as are the points of view of two parents. The book makes for interesting as well as informative reading. Don't hesitate to add it to your camping library.

Profile of a Folk Dancer

Interesting reading for folk dance enthusiasts is Angelica Gibbs' "Lilt," an entertaining and informational biographical sketch of May Gadd, the national director of the Country Dance Society of America and an outstanding folk dance authority, in "Profiles" in the February 7, 1953 issue of *The New Yorker.*

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Recreation Leadership Courses

Sponsored by the National Recreation Association
and
Local Recreation Agencies

March, April and May 1953

HELEN M. DAUNCEY Social Recreation	San Leandro, California March 9-12	Ross Cunningham, Director of Recreation
	Chico, California March 16-19	L. L. Seifert, Executive Director, Chico Area Recreation District
	Nacogdoches, Texas March 27-28	Earle Meadows, Consultant on Recreation, State Youth Development Council, 808 Tribune Building, Austin
	Kingsville, Texas March 30-April 2	Eldon D. Brinley, President, Kingsville Community Council, Box 2213, Station I, A and I College
	Edinburg, Texas April 13-16	Earle Meadows, Consultant on Recreation, State Youth Development Council, 808 Tribune Building, Austin
	San Marcos, Texas April 20-23	Earle Meadows, Consultant on Recreation, State Youth Development Council, 808 Tribune Building, Austin
	Edgewood, Texas April 27-30	Earle Meadows, Consultant on Recreation, State Youth Development Council, 808 Tribune Building, Austin
	Borger, Texas May 11-14	Earle Meadows, Consultant on Recreation, State Youth Development Council, 808 Tribune Building, Austin
ANNE LIVINGSTON Social Recreation	Salisbury, North Carolina March 2-5	Miss Dorothy Morefield, Program Director, Recreation Commission, P.O. 453
	Greensboro, North Carolina March 16-19	Miss Mabel Smith, Greensboro Recreation Department
	Manchester, Georgia March 23-26	A. C. Kerby, Jr., Industrial Relations Department, Callaway Mills Company, La Grange, Georgia
	LaGrange, Georgia March 30-April 2	A. C. Kerby, Jr., Industrial Relations Department, Callaway Mills Company
	Danville, Virginia April 13-16	V. C. Smoral, Recreation Department
	Raleigh, North Carolina (tentative) April 20-23	James Chambers, Director of Recreation, City Hall
MILDRED SCANLON Social Recreation	Oak Park, Illinois March 11-14	Miss Lilly Ruth Hanson, Acting Director, Playground and Recreation Board
	Lanett, Alabama March 23-26	Fred Caswell, Director, Lanett Recreation Department
	Natural Bridge, Virginia March 30-31	L. E. Kibler, Assistant Supervisor, Health and Physical Education, Safety and Recreation, State Board of Education, Richmond 16
FRANK A. STAPLES Arts and Crafts	Grand Haven, Michigan March 2-5	Ray C. Schaubel, Director of Recreation, Grand Haven Public Schools
	Stamford, Connecticut March 9-12	Edward J. Hunt, Superintendent of Recreation, Haig Avenue
	Kingsport, Tennessee April 13-23	W. C. McHorris, Director of Recreation
	Marshalltown, Iowa May 11-21	A. Edmund Olsen, Recreation Director, Playground and Recreation Commission
	Missouri Recreation Workshop May 23-29	Robert L. Black, Community Recreation Assistant, Department of Business and Administration, Jefferson City, Missouri

District Conferences

Members of the National Recreation Association leadership training staff will be attending the following district conferences where they will have some part in the conference programs and where they will be available for consultation on leadership training problems.

Miss Dauncey: Southwest District Conference, April 9-11, Hotel Driskill, Austin, Texas; *Mrs. Livingston:* Southeast District Conference, March 11-13, Hotel Dempsey, Macon, Georgia; *Miss Scanlon:* Middle Atlantic District Conference, March 18-21, The Inn, Buck Hill Falls, Pennsylvania; Midwest District Conference, April 9-11, Paxton Hotel, Omaha, Nebraska; New England District Conference, May 12-15, Hotel Viking, Newport, Rhode Island; *Miss Walker:* Great Lakes District Conference, April 8-10, Van Orman Hotel, Fort Wayne, Indiana.

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsor of the course as listed above.

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